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ABSTRACT

The prescriptive teaching program for multiply handicapped nursery school children is presented in three manuals: prescriptive teaching, integration of prescriptions into classroom activities; and equipment and materials. Given in the prescriptive teaching manual are directions for assessing a child's strengths and weaknesses in functioning on a skills sequence checklist for the following areas: motor development (locomotor and upright positions skills), self-help (fine hand and general skills), language (receptive and expressive skills), emotional development (personal social interaction and body awareness skills), and preacademic development (memory/general information and visual motor perception skills). Additionally offered are instructions for writing prescription cards and lists of prescriptive statements for each area. The next manual contains prescriptions for two children; examples of implementation of the prescriptions in group activities such as snack time, table work, art work, and free play; and listed activities for meeting prescriptions in the five areas. Listed in the third manual with appropriate sources, directions, or illustrations are cross-coded (for each area), commercially available or easily made instructional materials and equipment for the following five skill areas (approximate numbers of materials or equipment are in parentheses): motor equipment such as shoulder straps (64); self-help equipment such as commode seat (52); language materials such as puppets (37); social-emotional development materials such as a "feelie collection" (41); and preacademic materials such as a number sorter (65). (MC)

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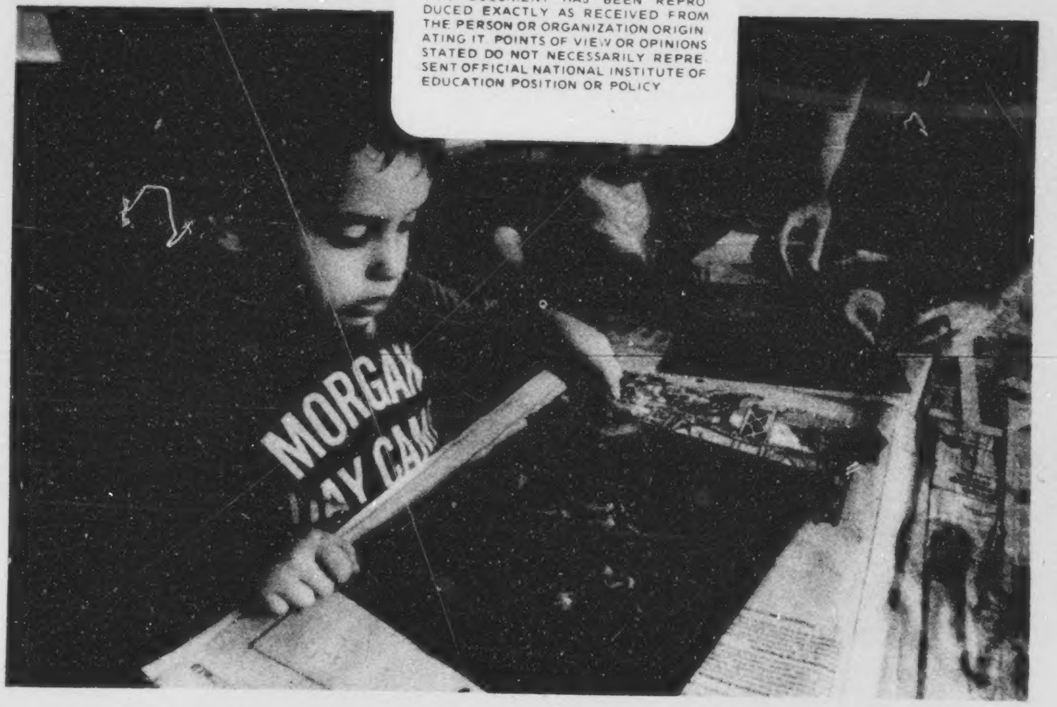

MEYER CHILDREN'S REHABILITATION INSTITUTE TEACHING PROGRAM FOR YOUNG CHILDREN

HEAD START INFORMATION PROJECT
THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Manual 1.

Skills Sequence Checklist

Meyer Children's
Rehabilitation Institute
Teaching Program
For Young Children

University of Nebraska Medical Center
Omaha, Nebraska

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THE MEYER CHILDREN'S REHABILITATION INSTITUTE PRESCRIPTIVE TEACHING PROGRAM FOR MULTIPLY HANDICAPPED NURSERY SCHOOL CHILDREN

Manual I
Prescriptive Teaching

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I. PRESCRIPTIVE TEACHING

Definition

Prescriptive teaching is a process for individualizing instructions. It requires that an assessment be made of the child's strength and weaknesses in functioning. These areas are described by the curriculum. With knowledge of the individual's strengths and weaknesses, it is then possible to plan activities which will advance him to the next level in each of the areas where assessment has been made. These activities become the educational-prescription.

Progress is marked by attainment of behavioral objectives, and the behavioral objectives must be ordered in a skills sequence. The result is a guide for planning prescriptive activities in an organized manner based on the individual needs of each child. If the objectives designated for the individual child are not obtained after a specified time, new procedures must be designed to reach that goal. It must be determined why that goal was not reached and whether or not it is an appropriate goal for this child at this time. It is possible that the child's inability to obtain goals utilizing particular procedures may be an indicator of his specific problem, and failure of the child to respond to a particular procedure should not be passed over lightly.

The prescriptive teaching approach does not limit the teacher in her procedures. If a teacher is unduly limited in classroom activities because of the utilization for each child of the behavioral objectives on these skills sequence charts, the procedure is not being used properly.

Educational Diagnosis

Regardless of the labels that are attached to children, there is one truism that transcends any classification and that is that every child is different. Two children with the same disability will not react to that disability in the same way. Nor will they react to the curricula designed for children with that disability in the same way as other children having the same disability. It is important that we look at the total child in his total social group and not just at the child with a specific disability.

To understand a child, it is important that we make the effort to study his strengths and weaknesses in the areas of knowledge, skills, and attitudes that make up his total personality. Some individual tests will give us specific information at a given time, but the real educational evaluation will require that we examine how the child reacts to an opportunity to learn over a period of time. The function of the educational evaluation is to judge the developmental potential and the learning pattern of the child.

Individualizing Instruction

Since each child is different, it is important that we individualize instruction. The way a particular child is approached depends on the goals for that child. This does not mean that every child must be taught in seclusion; it means that the teacher requires a different type of response from each child in a given situation. It means that the instructions given to the child will be individualized to make certain that the groundwork is laid for the type of response which is desired For example, at snack time in the nursery school, each child is expected to participate. Some children will participate by being totally independent or by assisting in serving the snack, while others will participate only with assistance from the teacher. Some children will wait their turn, even though their snack is presented to them in advance. Others will be presented their snack at the time they are to eat it because it would be unrealistic to expect them to wait. Some children are required to respond in a full sentence, such as "I would like a cookie, please. Thank you." Other children are required only to make eye contact in response to the teacher's "Would you like a cookie?"

Behavioral objectives should be stated for each child in each area of the curriculum. A behavioral objective has three major components:

1. It identifies the terminal behavior;

2. It describes the conditions under which the behavior is expected to occur, and

3. It defines the criteria for acceptable performance.

The skill sequence checklist developed by Meyer Children's Rehabilitation Institute, and included in this manual, is a sequential listing of behavioral objects in each of the major areas of the nursery school curriculum. This handbook is a guide to the use of these skill sequence checklists for planning the activities of each child as he participates in nursery school activities on a daily basis. The skill sequence checklist is not a test, but a guide to program planning for each child and a way of monitoring growth in the curriculum for each child.

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II. DEVELOPMENT OF THE CHECKLIST

Introduction

This manual introduces the Skill Sequence Checklist, an assessment instrument to be utilized in planning presciptive teaching activities for young children with developmental disabilities. This instrument also provides a method of evaluating each child's progress and presents total program objectives for the developmentally disabled child.

The Skill Sequence Checklist is designed primarily as an observational tool for staff in the early education classroom. Although it was developed for handicapped children in the 3 to 6 year old range, it may be used effectively with younger handicapped children. Since the checklist is based on patterns of normal child development, it may also be used as a program planning guide for young children not handicapped. In essence, this checklist should provide the child development worker with a systematic method of determining the individual child's growth patterns and specific educational needs.

The checklist is a synthesis of the knowledge and diagnostic insights of the professional staff at Meyer Children's Rehabilitation Institute -- including teachers, psychologists, child care workers and occupational, physical, speech, and language therapists. As members of the clinic evaluation team, these professionals were well aware of the many ways development deficits may affect behavior and impinge on the interaction of the different aspects of the child's growth. The Early Education Program at Meyer Children's Rehabilitation Institute provided the living laboratory for field testing this checklist.

Origin of the Checklist

The project originated in the fall of 1970 when therapists working with children in the Early Education Program devised rudimentary checklists and wrote prescriptions directly on the checklist.

Although these lists contained relatively few items, the teaching staff at once recognized the possibilities of this concept in prescriptive teaching. Throughout the 1970-1971 school year, the staff continued to compile items for the learning sequences.

Early in 1971, 13 sequences, each with 24 items, were ready for field testing. Meetings to discuss the strategy of the checklist were held in the summer of 1971. On the basis of these discussions, it was agreed that the revised checklist should contain clearly recognizable behavioral objectives. It was decided that the checklist would be divided into six sections, each equivalent to one year of development. Each section would contain six growth objectives, each representing a two month period of growth. Thus the total number of objectives was increased to 36 per sequence. It was felt that the revised checklist provided for more accurate monitoring of the slow maturing child's growth.

Behavioral objectives involving objects not generally found in the classroom were deleted from the checklist. Also discontinued was the scoring possibility "intermittent" (±). Retained were the scoring ratings "fully established" (+) and "not established" (-). (A behavior objective is considered fully established if the child performs it at least 50 per cent of the time.) This revision of scoring was in keeping with the emphasis on clearly recognizable behavioral objectives, and it also appeared the revision would facilitate statistical analysis of the checklist.

Prescription cards were introduced into the program at this time. Use of these cards is described in Section IV of this manual.

Predetermined Areas of Assessment

Selection of areas of developmental behavior for assessment presented complex problems, underscoring the dynamic interrelationships between the different skills of the child.

Five areas were chosen based on clinical experience and current literature. These areas represent different aspects of growth considered significant in child development. The areas and the two sequences contained within each area are:

A. Motor
    1. locomotor skills
    2. upright position skills

B. Self Help
    1. fine hand skills
    2. general

C. Language
    1. language reception
    2. language expression

D. Emotional
    1. personal social interaction
    2. body awareness

E. Preacademic
    1. memory and general information
    2. visual motor perception

Arrangement of objectives in proper chronology and sequence presented less problems than did determining what skills should be included within specific areas and sequences. Each of the ten sequences contains 36 behavioral objectives ranging form birth to 6 year old expectancy.

Sequencing of the tasks is based on standardized tests as well as clinical experience with children of normal growth and development. Each behavioral objective represents a stage of growth. By determining the present level of development the next stage of development can be encouraged.

Achievement vs Ability

Although the child's performance on the checklist will undoubtedly correlate closely with scores on standardized intelligence tests, the checklists should not be used to gauge innate ability.

The checklist differs from standardized tests in several significant ways. It is assumed that handicapping conditions -- language, motor, perceptual and/or emotions -- will lessen the child's functioning in certain respects and result in his need for prescriptive teaching. To evaluate extreme variations in strengths and weaknesses, the checklist encompasses a wide range of development levels and areas.

Furthermore, the checklist is intended to be especially sensitive to change and growth encouraged by prescriptive teaching. The format of the checklist emphasizes a "natural setting" approach to be used in the classroom by teachers and child developmental professionals without intensive formal training in test administration. Indicator ages, determined mostly by task placement norms on standardized tests, are included on the checklists, but these age equivalents are intended to be used as referent points and not as mental age equivalents.

Basically, this is a tool for educational assessment and not for clinical diagnosis.

Further Uses of the Checklist

In addition to its use as a prescriptive teaching guide, the Skill Sequence Checklist has proven to be effective in several other ways. Soon after the checklist was introduced to the Meyer Children's Rehabilitation Institute Early Education Program, the teaching staff began to use the results of the checklist for conferences and written quarterly reports to the children's parents.

Baseline data is obtained by completing a checklist for each child at the beginning of the school year. Since the checklists contain the complete listing of behavioral objectives, evaluation data on the child's progress is readily available.

An unanticipated asset of the checklist is its value in teaching the logical sequence of normal development to students associated with the Meyer Children's Rehabilitation Institute evaluation clinic.

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III. SKILL SEQUENCE CHECKLIST

Introduction

The Skill Sequence Checklist is a devise for determining the instructional level in the areas of the curriculum and a method for monitoring the progress of the child through the curriculum. Each child is evaluated against himself over a period of time and his performance of the skills checked by the list suggests what his prescription should be in that area of curriculum for the immediate future. The scale is an observational scale which requires that the performance of the youngster be scored against his every day activity in the classroom. It is not to be used as a test. A plus (+) score means that the younster performs the task in a normal situation calling for that performance more than 50 percent of the time. A minus (-) score is anything below this performance. In the following pages, the Skill Sequence Checklist is presented in the following order: locomotor, upright position skills, physical therapy carry-over sheet, self help fine hand coordination, self help general, language reception, language expression, personal social interaction, body awareness, preacademic memory and general information, and preacademic visual motor perception.

MOTOR SKILLS

The items represented in the checklists were chosen because of their significance to the teacher in the classroom. Some of the objectives are meaningful in themselves, others are indicators of development in various areas of motor development and must be kept in proper perspective.

Locomotor Skills

The locomotor skills sequence involves various ways of moving from one place to another. The skills related to dynamic balance and agility. At the lower end of the sequence, the objectives are concerned with development of the usual sequence of locomotor patterns such as rolling, creeping on stomach or all fours, seat scooting, assisted walking or cruising. After the child learns to walk, he runs, climbs stairs. does tricks, jumps, hops, skips, and uses mobile play equipment.

Upright Posture

The upright posture checklist is concerned with the child's ability in the following areas: (1) agility to move from one posture to another, (2) assume upright posture, and (3) balancing to maintain a posture.

One aspect of agility is reflected in changing postures efficiently, quickly, and easily. Sometimes a child will be able to maintain or balance in a posture when placed in it, but still be unable to move in and out of the posture. The child uses his arms for balance at first propping his hands to support and catch himself. As he grows and develops, he is able to move and better compensate with head and trunk alone, thus freeing his hands. Control of posture provides the postural background necessary for the child to use his hands well and is reflected in other checklist sheets such as fine hand skills or self help skills.

Static balance is involved more than dynamic in maintaining postures such as sitting, or standing on a narrow base such as on one leg or tip toes. Though we think of static balance as the ability to hold a posture without locomotion, it does involve movement and is an active process. Examples of static balance are: the ability to compensate or adjust when disrupted by an outside force such as a tip or nudge; or by an activity or movement of the child himself such as playing with a toy, or throwing and catching a ball.

Skills Sequence Checklist
Motor
Locomotor Skills

Name______________________________
Class______________________________
Birthdate__________________________
Teacher____________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Travels by rolling, scooting on seat, or other form of creeping.				
2. Creeps on hands and knees reciprocally (hand with opposite knee).				
3. Walks when held by both hands or supported by trunk.				
4. Walks sideways hanging on to furniture.				
5. Walks when held by one hand.				
6. Walks a few steps between people or supports.				
7. Walks across room, starts and stops; may still fall.				
8. Walks alone, seldom falls (with heel toe gait).				
9. Runs well; no falling.				
10. Creeps or travels on seat up and down stairs.				
11. Walks up and down stairs with hand held.				
12. Walks unassisted up and down regular stairs with rail.				
13. Imitates walking backward six feet.				
14. Imitates jumping down from regular step with both feet together.				
15. Rides tricycle using pedals; may still put feet down to turn.				
16. Imitates walking on tiptoes a few steps when indicated.				
17. Walks up and down regular stairs without rail; may alternate up but steps to same step down.				
18. Imitates walking 10 foot line without stepping off.				
19. Rides a tricycle using pedals as he turns.				
20. Imitates jumping five times rapidly in place.				
21. Imitates jumping forward eight to ten inches from standing position.				
22. Imitates galloping (skips on one foot only).				
23. Alternates feet going up and down regular stairs without support.				
24. Imitates hopping two to four times on each foot without touching down.				
25. Imitates marching with legs high.				
26. Imitates jumping backward six times without falling.				
27. Imitates jumping forward 10 to 36 inches from a standing position.				
28. Imitates walking on tiptoes long distances when indicated.				
29. Imitates hopping 16 feet without touching down (each foot).				
30. Imitates skipping, alternating feet with ease.				
31. Imitates walking backward (toe to heel gait) six feet.				

Scoring:

+ Fully established
- Not established

Age				
Date				
32. Imitates jumping over obstacle three to four inches high.				
33. Imitates jumping down from a height of 12 inches or more with feet together.				
34. Imitates jumping forward 36 to 38 inches from a standing position.				
35. Imitates jumping and doing an about face, landing on toes.				
36. Imitates hopping 50 feet on each foot in a short time.				

Skills Sequence Checklist
Motor
Upright Position Skills

Name____________________________________

Class____________________________________

Birthdate________________________________

Teacher__________________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Raises head and supports self on forearms while lying on stomach.				
2. Rolls from back to stomach.				
3. Sits on floor briefly with arms propped or with support.				
4. Sits steadily on floor at least ten minutes without support (other than W sitting).				
5. Gets into sitting position without assistance or holding furniture.				
6. Pulls self to standing position by furniture.				
7. Stands briefly without support.				
8. Gets up to stand from midfloor by turning on all fours.				
9. Seats self directly backwards on small chair.				
10. Squats all the way down to play with toys two to four minutes or more without using hands for balance or propping.				
11. Imitates kicking large ball without holding on to support.				
12. Picks up toy from floor without support.				
13. Imitates trying to stand on one foot.				
14. Imitates throwing three inch ball five to six feet without falling.				
15. Catches large (eight inch) ball with elbows straight at approximately three feet.				
16. Imitates standing five to ten seconds with heels together and arms at sides.				
17. Imitates standing one to two seconds on tiptoes.				
18. Imitates standing on one leg momentarily (one to three seconds).				
19. Swings on backless straight seat playground swing when pushed.				
20. Imitates throwing three inch ball overhand 10 to 15 feet with fair direction.				
21. Catches eight inch ball at five feet with elbows flexed.				
22. Gets up from midfloor by partial rotation to side and using hands.				
23. Imitates standing heel to toe with arms at sides for three seconds.				
24. Imitates standing on one leg four to eight seconds.				
25. Gets up from midfloor without rotation but uses hands on floor or legs.				
26. Climbs to playground slide and slides down.				

Scoring:

+ Fully established
- Not established

Age				
Date				
27. Catches an eight inch ball bounced to him from four to six feet.				
28. Gets up from midfloor without rotation or using hands.				
29. Imitates standing on tiptoes, eyes open, three seconds.				
30. Imitates standing on one leg 10 seconds or more.				
31. Climgs playground jungle gym.				
32. Imitates bouncing and catching eight inch ball in place.				
33, Catches three inch ball thrown five to six feet.				
34. Imitates standing on tiptoes with eyes closed for three seconds.				
35. Imitates standing with heels together and arms at side over ten seconds.				
36. Imitates standing on one leg with eyes closed for five seconds.				

THE PHYSICAL THERAPY CARRY-OVER SHEET

When the nursery school program includes children with physical handicaps or significant motor developmental delay, an integrated multidisciplinary approach is recommended. Therapists work with the teachers within the school program as well as individually with children and families where indicated. The physical therapist and the teacher working together can approach the management of the physically handicapped from two points of view: (1) how can the therapist help the teacher achieve her goals educating the child? and (2) how can the teacher help the therapist in the physical habilitation of the child?

The physical therapist can help the teacher in planning chairs or other equipment for classroom use or transportation, with gross motor play or playground equipment, and with safety measures such as protective head gear or trunk ties. Modifying bathroom facilities can assist the training of daily living skills. Positioning can be planned to help the child use his hands or eyes to best advantage. The teacher can be guided in how to pick up, carry, and put down the children in ways helpful for the individual child as well as least harmful to the teacher. The teacher needs also to be informed just what to expect or demand the child to do and what not to urge the child to do.

The teacher can support the child's therapy goals in a number of ways. She can assist in deformity prevention by providing not only good alignment in positioning, but the opportunity for mobility and for a variety of positions while in the classroom. She can provide opportunities for the child to practice the skills they are developing in therapy and home programs such as sitting or rolling.

The physical therapy carry-over sheet is designed to assist in achieving the above goals. It should be consulted when planning the child's educational prescription. This sheet is to be filled out by the therapist who follows the child for individual therapy, or the physical therapy consultant to the nursery school, in cooperation with the child's individual therapist. Recommended positioning and activities should be demonstrated for the teacher in the context of classroom routines and activities. The Physical Therapy Carry-Over Sheet should be posted in the classroom where it can be referred to by aides or volunteers who might work with the child.

Since programs vary in size, types of children served, help available, and in other ways, it might be necessary to design a physical therapy carry-over sheet specifically for your individual program.

PHYSICAL THERAPY CARRY-OVER SHEET
POSTURE AND LOCOMOTION IN THE NURSERY

Purpose: Encourage Functional Skills and Maintain Mobility.

Instructions: Check activities which the child should be encouraged or expected to do, or those not desired.

LOCOMOTION

Travel: Carry child_____ Rolling_____ Tummy crawling_____

Creeping on all fours_____ Cruise furniture_____

Comments: ____

Walk with assistance: Do not walk_____ Two hands_____ One hand_____

Hands on shoulders_____ Push chair_____

Comments: ____

STANDING TABLE Yes_____ No_____ Comments: _______________

SITTING

Chair needs:
- Armless chair _____
  - Trunktie _____
- Armchair _____
  - Footstool _____
  - Abd. Block _____
- C.P. chair _____
  - Abd. Block _____
  - Trunktie _____
- Wheelchair _____
  - Trunktie _____

Getting to chair child should: Pull up and sit alone_____; Pull to stand but have help to turn and sit_____; Pull to kneel before lifting_____; Be lifted_____.

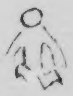
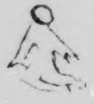
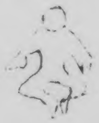
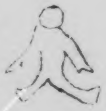
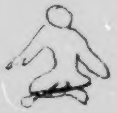
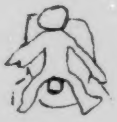
Comments: ____

Encouragement of sitting development:

Bench with Assistance _____
A. Needs hands balance _____ Story time _____
B. Play reaching for toy _____

Sitting on floor - for group or individual activity.

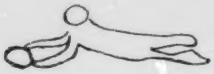
AVOID ENCOURAGE & ASSIST

"W" Sitting:	Side sitting	Ring sitting	Spread	Floor seat ____
	Unassisted ____	Unassisted ____	Unassisted ____	
	Assisted ____	Assisted ____	Assisted ____	

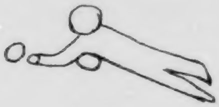
Comments: ______________________________

Lying on floor - to play or hear story on mat:



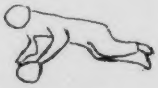
Without support

______



Over chest roll

______



Side lying to get both hands together ______

SELF HELP SEQUENCE

Fine Hand Skills

This checklist is organized in a developmental sequence and will aid the teacher in determining an individual child's functional level in the area of fine hand skills. The checklist can also be used in determining appropriate goals. It should be understood that some children will no longer demonstrate some of the checklist items (such as numbers 1 and 2). Some children will show inconsistent development due to neuromuscular dysfunction. Therefore, the checklist items will not always be considered for teaching in sequence.

General

This checklist includes these activities of daily living skills that pertain to feeding, dressing, and toileting. While the checklist can be used to determine the appropriate teaching goals, the teacher also needs to be aware of all other prerequisites for specific items. For example, item no. 3 has five Prerequisites: (1) Adequate head control, (2) adequate sitting balance or placement in a special chair, (3) adequate body awareness, (4) voluntary grasp and release, and (5) adequate lip, tongue, and jaw control.

Skills Sequence Checklist
Self Help
Fine Hand Skills

Name ______________________________
Class ______________________________
Birthdate ______________________________
Teacher ______________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Looks at and/or manipulates hands.				
2. Uses voluntary grasp.				
3. Coordinates eyes with hands when picking up an object.				
4. Transfers an object from one hand to the other.				
5. Uses thumb opposed to several extended fingers to pick up pellet size objects.				
6. Uses thumb and tip of index finger to pick up pellet size objects.				
7. Can release object voluntarily immediately.				
8. Uses two hands at midline; one hand holds, the other manipulates.				
9. Places five round pegs in pegboard.				
10. Begins to show hand preference.				
11. Strings one inch beads.				
12. Turns one page at a time.				
13. Uses wrist action in grasping objects.				
14. Removes wrapping from candy.				
15. Places six round pegs in pegboard.				
16. Hand preference is well developed.				
17. Rolls, pounds, squeezes, and pulls clay.				
18. Strings one half inch beads.				
19. Carries breakable object without breaking.				
20. Folds paper.				
21. Places six square pegs in holes.				
22. Uses scissors -- cuts at random.				
23. Closes fist and moves thumbs.				
24. Picks up pins, thread with fine prehension.				
25. Imitates spreading of hand and bringing thumb into opposition with each finger.				
26. Stacks ten or more cubes.				
27. Can place 20 small objects in a box in 30 seconds or less.				
28. Folds and creases paper three times on demonstration.				
29. Cuts with scissors, following a line.				
30. Picks up minute objects when each eye is covered separately.				
31. Folds a triangle from six inch square in imitation of a model.				
32. Traces around a shape drawn on paper.				
33. Ties a single knot.				
34. Catches ball five inches in diameter from about 6 feet.				
35. Laces shoes.				
36. Button two penny-size buttons quickly.				

Skills Sequence Checklist
Self Help
General

Name ______________________________
Class ______________________________
Birthdate ______________________________
Teacher ______________________________

Scoring:

+ Fully established
- Not established

Age					
Date					
1. Sucks and swallows.					
2. Takes hand to mouth with or without toy.					
3. Holds and transfers to mouth food requiring chewing.					
4. Takes cup to mouth.					
5. Takes spoon to mouth, licks spoon.					
6. Cooperates for dressing, stands still for dressing.					
7. Holds out arms for clothing.					
8. Indicates wet pants (gestures and/or verbalizes).					
9. Fills spoon with food and takes it to mouth right side up.					
10. Verbalizes toilet needs.					
11. Pulls off shoes and pants.					
12. Eats with spoon.					
13. Pulls down pants at toilet but may not pull up.					
14. Sucks from plastic straw.					
15. Feeds self with little spilling.					
16. Puts on shoes, socks, and pullover shirt.					
17. Buttons one button about size of a quarter.					
18. Controls bowel and bladder, does not soil or wet.					
19. Sucks from paper straw.					
20. Eats with fork.					
21. Unbuttons accessible penny size buttons.					
22. Completely undresses self.					
23. Takes responsibility for toileting with supervision, manipulates clothing.					
24. Buttons button size of a quarter.					
25. Distinguishes front from back of clothing.					
26. Puts on coat or sweater.					
27. Cuts with knife.					
28. Laces shoes.					
29. Buttons penny size buttons.					
30. Zips open end zipper.					
31. Dresses and undresses without assistance.					
32. Washes and dries face and hands without getting clothes wet.					
33. Uses toilet by himself without supervision.					
34. Can brush and comb hair.					
35. Ties shoelace.					
36. Spreads with knife.					

LANGUAGE SKILLS SEQUENCE

The Language Developmental Scale is designed to help determine a child's level of functioning in total language development. As language skills are a prerequisite for a large share of a child's social, performance, and academic education, as well as being important in assuring success for many of his day to day activities, we feel it to be extremely important to investigate total language development rather than merely speech development. Also, because language development plays an important role in these other areas of development, one may note the interrelatedness of the language developmental scale with each of the other scales.

As a great deal of receptive language necessarily precedes the development of actual verbal expression, we have separated the language scale into two basic areas - language reception and language expression. In this way, we can more accurately determine the most appropriate activities for building a child's verbal skills.

Skills Sequence Checklist
Language
Reception

Name ______________________________
Class ______________________________
Birthdate ______________________________
Teacher ______________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Reacts to sound of normal intensity.				
2. Turns toward sound source.				
3. Responds selectively to own name.				
4. Responds with gesture to "bye bye."				
5. Obeys command "give it to me."				
6. Follows simple commands (sit down, come here, etc.).				
7. Identifies objects such as ball, cup, shoe, and spoon when named.				
8. Identifies own facial parts by pointing or appropriate gesture (opening mouth, blinking eyes).				
9. Identifies pictured objects such as ball, cup, shoe, spoon when named.				
10. Follows simple directions.				
11. Differentiates several environmental sounds by pointing to appropriate noise source.				
12. Gives "just one" object from many.				
13. Correctly associates functions or actions with limbs, eyes, nose, etc.				
14. Answers correctly six or ten questions requiring other than a yes or no response.				
15. Identifies seven of ten pictures as they are named.				
16. Follows commands involving prepositions (in, on, above, under, etc.).				
17. Identifies two of three pictured actions by pointing.				
18. Demonstrates an understanding of the use of objects (telephone, comb, toothbrush).				
19. Classifies six objectives/pictures into categories correctly.				
20. Pairs four pictures to show association (shoe and stocking, etc.).				
21. Follows two part commands in proper sequence.				
22. Demonstrates understanding of words "in" or "on" by following commands or selecting appropriate pictures.				
23. Identifies most pictured actions.				
24. Separates similar objects into categories correctly (Three different chairs, three different tables, etc.).				
25. Demonstrates meaning of abstract words by pantomime.				
26. Demonstrates an understanding of the use of pictures objects.				
27. Follows three part commands in proper sequence.				
28. Selects pictures which do not belong in given categories (apple, banana, pear, turtle).				
29. Recognizes inaccurate information (birds swim in water).				
30. Recognizes common colors when named.				

Scoring:

+ Fully established
- Not established

Age				
Date				
31. Identifies chin, elbow, knee, and ankle on himself.				
32. Pairs pictures of opposities.				
33. Points correctly to action pictures to show the boy that is walking, the girl who is sitting, etc.				
34. Responds correctly to questions to which two answers are provided, i.e., "Which is older, a man or a baby?" (Can answer orally or point to pictures.)				
35. Sequences four pictures to tell a story.				
36. Demonstrates an understanding of the concept of "three" by giving three objects on request.				

Skills Sequence Checklist
Language
Expression

Name ______________________
Class ______________________
Birthdate ______________________
Teacher ______________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Varies cry in pitch, length and volume to indicate needs.				
2. Makes comfort sounds (reflexive vocalization).				
3. Laughs, cries, uses vowel sounds.				
4. Babbles.				
5. Imitates vocal sounds of others.				
6. Says several words appropriately ("car" when he sees a car, etc.).				
7. Gestures to indicate what he wants to do (points or leads others to sink, bathroom, cookie jar, etc.).				
8. Says in jargon what he wants to do (unintelligible conversation).				
9. Uses exclamatory expressions appropriately (oh oh, no no).				
10. Uses 6 to 20 intelligible words appropriately.				
11. May repeat part of sentence or last word addressed to him.				
12. Combines two words (all gone, drink milk, open door).				
13. Uses names of six familiar objects (cookie, cup, ball, etc.).				
14. Names five common objects through pictures (baby, table, tree, etc.).				
15. Combines three words into phrases.				
16. Verbalizes toilet needs.				
17. Asks for another by using the word "more."				
18. Uses me and you in speech.				
19. Expresses desire to take a turn by saying, "my turn," or his own name ("Billy's turn" or "Billy!").				
20. Names actions in action pictures (eat, sit, etc.).				
21. Gives first and last names when encouraged to do so.				
22. Can give simple accounts of experience in correct sequence with relevant detail.				
23. Uses the prepositions in, on, beside, under, above, and below appropriately when asked to describe his own body position (four positions).				
24. Carries on long conversations (asks "why" questions).				
25. Tells a familiar story as he looks at picture books.				
May leave out portions not represented by pictures.				
26. Names common colors when shown toys or crayons of different colors.				
27. Tells sex and age when asked.				
28. Explains why a picture does not fit in a given category (cat, dog, horse, car).				
29. Uses appropriately four abstract words such as happy, mad, sad, and fun.				
30. Generally uses speech that is intelligible.				

Scoring:

+ Fully established
- Not established

	Age				
	Date				
31. Speaks with correct grammatical structure and form.					
32. Tells imaginary tales.					
33. Correctly names penny, nickel, and dime.					
34. Asks meaning of new words.					
35. Can recite numbers to the 30's.					
36. Correctly counts up to 13 objects.					

EMOTIONAL SKILL SEQUENCE

Personal Social

The personal social checklist provides objectives related to social interactions with adults and peers. Behavior objectives at the beginning of the sequence reflect the young child's early responses to adults on a very physical level. Imitative and identification behavior are later introduced into the continuum. Peer relationships enter into the sequence following self identity, and reflect higher levels of differentiation and integration as the child's personality develops. Mature behavioral objectives assess fairly complex socialization skills including empathy, role playing and well developed internal control.

Body Awareness

In recognition of the close relationship between self concept and the child's feelings, attitudes, and awareness of his own body, this sequence of body awareness has been included under the general area of emotional development. The child's attitude toward his physical self has great psychological importance, as well as providing a basis for gross motor, fine motor, and self help skills. In this sequence continuums regarding sensory motor visual input, body movement, imitation, and spatial awareness are measured with increased differentiation and integration as the activities occur higher on the checklist.

Skills Sequence Checklist
Emotional
Personal Social Interaction

Name ______________________
Class ______________________
Birthdate _____ ______________________
Teacher ______________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Focuses attention on another person momentarily.				
2. Responds to another person's voice by activity, attention, or expression.				
3. Responds to a smile by smiling.				
4. Anticipates being lifted by smiling.				
5. Plays games such as pat-a-cake when requested by word or gesture.				
6. Imitates actions of the teach (such as patting a doll).				
7. Repeats behavior which attracts teacher's attention.				
8. Engages in imitative behavior.				
9. Explores environment with interest.				
10. Cooperates in rest periods, in routine classroom procedure.				
11. Identifies his own possessions.				
12. Participates in simple make believe activities such as playhouse.				
13. Defends his own possessions.				
14. Plays near others but not with them.				
15. Handles items carefully and does not break toys purposely.				
16. Avoids hazards such as hot objects, ledges, moving objects.				
17. Participates in circle games such as ring-around-the-rosey.				
18. Shows awareness of routines.				
19. Shares his playthings with other children.				
20. Plays creatively with toys.				
21. Engages in games with other children cooperatively.				
22. Performs for others - sings, recites, or dances independently.				
23. Helps teacher put toys away.				
24. When playing group games, waits and takes turn with minimum of external control.				
25. Enjoys dressing up in adult clothes.				
26. Shows concern and sympathy for playmates in distress.				
27. Listens to stories and participates in group activities without control by teacher.				
28. Completes projects he has started.				
29. Makes decisions easily and appropriately.				
30. Gets along in small groups with a minimum amount of fighting.				

Scoring:

+ Fully established
- Not established

Age				
Date				
31. Cooperates with companions when playing and does what they ask.				
32. Chooses his own friends.				
33. Plays games by the rules set up by teacher or classmates.				
34. Is tender and protective toward younger children and pets.				
35. Continues dramatic play from day to day.				
36. Invents imaginative stories.				

Skills Sequence Checklist
Emotional
Body Awareness

Name ______________________________
Class ______________________________
Birthdate ______________________________
Teacher ______________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Smiles and shows pleasure in response to touching and handling when caressed or assisted in activities.				
2. Watches own hands move.				
3. Plays with own body or clothing (hands, feet, etc.).				
4. Engages in sensory exploration of objects with hands, mouth, or eyes (light gazing).				
5. Localizes touch or tactile stimulation by touching spot and/or searching for object touched by body.				
6. Indicates beginning imitative movement in baby games.				
7. Identifies one body part on self.				
8. Identifies one body part on another person or doll.				
9. Moves self or push pull toy sideways, backward, or forward without awareness of direction concepts.				
10. Identifies three parts on self (face, arm, leg, hand, stomach).				
11. Identifies three body parts on another person or doll.				
12. Imitates cross postures and locomotor patterns in general way (rolling, crawling, sitting, standing, jumping).				
13. Imitates simple bilateral limb movements (up and down, front to back, sideways).				
14. Imitates simple directional head and trunk movements.				
15. Imitates placing stomach or front by an object (put tummy by the chair) or indicates understanding if physically unable to do it.				
16. Identifies own hair, nose, eyes, mouth, chin, teeth, hands, fingers, feet, and back.				
17. Identifies hair, nose, eyes, mouth, chin, teeth, hands, fingers, feet, and back on another person or doll.				
18. Points to hair, nose, eyes, mouth, chin, teeth, hands, fingers, feet, and back on drawing of figure or indicates understanding.				
19. Imitates placing his back by an object or indicates verbally his understanding of this action if he is physically unable to do it.				
20. Imitates unilateral limb movement (moving one arm and one leg at the same time) with ability to keep other arm and leg from moving.				
21. Imitates movement of body backwards in several postures or indicates verbally his understanding of this action if he is physically unable to do it.				
22. Identifies his own tongue, neck, thumb, first and little fingers, side.				
23. Identifies tongue, neck thumb, first and little fingers, and side on another person or doll.				
24. Draws head of person and usually one other body part.				

Scoring:

+ Fully established
- Not established

Age				
Date				
25. Imitates placing his side by an object or indicates verbally and understanding of this action if he is physically unable to do it.				
26. Imitates sideways movement of body in several postures or indicates verbally an understanding of this action if he is physically unable to do it.				
27. Identifies own shoulders, elbows, knees, middle and ring fingers.				
28. Identifies shoulders, elbows, knees, middle and ring fingers on another person or doll.				
29. Imitates two phase unlearned movement in sequence.				
30. Draws three additional parts on drawing of incomplete man.				
31. Indicates beginning awareness of right and left parts by imitating movement of corresponding limb (move the same arm I do).				
32. Plans creative movement on request without imitation.				
33. Imitates three phase unlearned movement in sequence.				
34. Imitates selective finger movements in finger play games.				
35. Identifies right and left parts by moving or touching named part.				
36. Draws recognizable man with head, trunk, legs, arms, and features.				

PREACADEMIC SKILLS SEQUENCE

Although all of the checklists relate to preacademic skills, this portion of the checklist relates most directly to the cognitive functions most often identified as school readiness activities.

Memory and General Information

Skills in this sequence relate early to awareness and recognition and develop through academic skills like counting, matching, naming, and reciting.

Visual Motor Perception

Skills in this sequence progress from general awareness to ability to demonstrate emerging skills in eye hand coordination, spatial orientation, and figure ground discrimination at a school readiness level.

Skills Sequence Checklist
Preacademic
Memory and General Information

Name ________________________
Class ________________________
Birthdate ________________________
Teacher ________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Shows awareness of hands as part of self by playing with them.				
2. Can identify a new or different teacher.				
3. Recognizes mother or familiar caretaker when she enters the classroom.				
4. Will look for previously shown articles which are now hidden.				
5. Will unwrap a toy.				
6. Recognizes several familiar teachers or therapists.				
7. Demonstrates awareness and enjoyment of daily classroom routine.				
8. Distinguishes edible vs. nonedible items.				
9. Demonstrates use of car and train when playing with toy car and toy train.				
10. Knows way to bathroom and playground, can go there or point or tell the way.				
11. Identifies his own outdoor clothing and looks for it when it is time to go.				
12. Identifies a broken toy and tries to put it together.				
13. Identifies his clothes as being his and not those of others.				
14. Responds correctly to "bring me one cookie" vs. "bring me many cookies."				
15. Repeats two word phrases upon request.				
16. Answers "yes" or "no" appropriately when asked, "are you a boy/girl?".				
17. Gives full name upon request.				
18. Names at least one primary color.				
19. Matches at least two primary colors using blocks.				
20. Identifies daytime or nighttime.				
21. Accurately counts three objects.				
22. Identifies which stick is long when given two sticks two and three inches long.				
23. Matches picture of an animal with picture of same kind of animal selected from among pictures of various animals.				
24. Recites at least one nursery rhyme from memory.				
25. Identifies nighttime activities and daytime activities.				
26. Counts four objects and answers correctly to "how many have you counted?".				
27. Correctly identifies several coins.				
28. Correctly identifies and matches three primary colors using colored blocks.				

Scoring:

+ Fully established
- Not established

Age				
Date				
29. Gives correct home address upon request.				
30. Tells age and birthdate.				
31. Can report what number comes after eight.				
32. Can count six balls when asked, "how many?".				
33. Can identify season when shown pictures of winter and summer.				
34. Can tell number of pieces if object is cut in half.				
35. Knows how many pennies make a nickel.				
36. Knows how many days make a week.				

Skills Sequence Checklist
Preacademic
Visual Motor Perception

Name ______________________________
Class ______________________________
Birthdate ______________________________
Teacher ______________________________

Scoring:

+ Fully established
- Not established

Age				
Date				
1. Directs visual attention to a block placed before him.				
2. Visually pursues a ring moved past midline.				
3. Persistently reaches for an attractive toy beyond his reach.				
4. Places one large round form in a formboard.				
5. Directs attention to teacher's scribbling on paper.				
6. Imitates the teacher's demonstration of scribbling.				
7. Plac[illegible] several pegs in a pegboard.				
8. Spon[illegible]eously scribbles with crayon.				
9. Places at least one square and one circle in a simple formboard.				
10. Stacks three blocks in imitation of the teacher.				
11. Differentiates a stroke from a scribble.				
12. Imitates a vertical stroke with a crayon.				
13. Tries to right a familiar picture if it is presented upside down.				
14. Imitates stacking at least four blocks.				
15. Correctly nests four small square boxes.				
16. Imitates a horizontal stroke.				
17. Stacks eight blocks in imitation.				
18. Draws a circle from a model drawing.				
19. Imitates building a three block pyramid.				
20. Sorts objects on basis of color (red and green blocks).				
21. Successfully compares large object with small object (balls).				
22. Reassembles a circle which has been cut in half.				
23. Stacks nine one inch blocks.				
24. Draws an oblique cross in imitation.				
25. Matches at least four pictures of common objects.				
26. Prints a few letters on paper.				
27. Holds his paper with other hand when writing.				
28. Imitates teacher in building a six cube pyramid.				
29. Draws a square from a model drawing.				
30. Reassembles a circle which has been cut in four pie shaped pieces.				
31. Draws a simple house with doors, windows, roof, etc.				
32. Reassembles a rectangle which has been cut diagonally.				
33. Draws a triangle from a model drawing.				
34. Prints numbers from one to five unevenly.				
35. Imitates folding a six inch square of paper twice to form a triangle.				
36. Can match pictures of 12 common objects.				

IV. PRESCRIPTION CARDS

Introduction

The prescriptive cards are used to interpret the results of the sequence checklists into prescriptions for teacher activity. The items on the checklist are stated in terms of behaviorial objectives for the child. The prescription cards contain the same objectives stated as activities for the teacher.

The prescriptive statements used in this program are on three levels: (1) encourage, (2) help or assist, and (3) teach. There is a prescriptive statement for each item on the checklist. Once a skill is acquired (as defined on page 11), the prescription is replaced with the next sequential item. It should continue to be reviewed occasionally, however.

While working with children in the nursery school setting, it is easily observable that each child does not respond equally well to a given approach. Therefore, each prescription card contains a space to state specifically how that objective is to be reached by the child for whom the card is pulled. The recommended approach is to select the appropriate cards for each child and display them in a pocket chart in the classroom. This would enable all personnel working with the children to quickly check the approach to be used in any activity. The cards selected should be representative of each area of the program. More than one card may be selected in a single area, for although the scales are sequential, several skills are emerging at the same time; and unlike the skills sequence checklist, the prescription cards are gradable. The skill called for will be beginning, developing, or nearly established. If the skill is not beginning the prescription is premature. If the skill is established, the prescription should be discontinued, the behavior marked on the checklist and a higher prescription selected.

Here are three examples of prescription cards, showing the three levels of teacher activity.

(Green)

B7

Encourage the balance needed to stand briefly without support.

Do not attempt
with this child
at this time.

Note: Negative individual prescription. Although the item may be the next sequential step in the area, there may be a medical or psychological reason for not attempting the activity. In this case, the physical therapy carry-over sheet should alert you. It is a good idea to put the negative prescription on the chart so it will be observed.

(Yellow)

A4

Teach the child to take a cup to his mouth.

Have "J" use both hands on cup. Use only small amount of liquid in bottom of cup. Give seconds & thirds if desired.

(White)

B28

Help the child finish tasks he has begun.

Provide encouragement and extra time if needed.

The numbers represent the items on the skills sequence checklist. In the Meyer program the areas are color coded. Yellow refers to Self Help, "A" to "General", and "4" to the item.

The following pages present the prescriptive statements for each of the areas of the curriculum.

Prescription for Skills Sequence Checklist
Motor
Locomotor Skills

1. Encourage child to develop travel skills such as rolling, scooting on seat, or any form of creeping.
2. Encourage child to creep on hands and knees reciprocally (hand with opposite knee).
3. Encourage child to walk when held by both hands or supported by trunk.
4. Encourage child to walk sideways holding onto furniture.
5. Encourage child to walk with one hand held.
6. Encourage child to walk a few steps between people or supports.
7. Encourage child to walk across the room starting and stopping. He may fall.
8. Encourage child to walk alone with heel tow gait; (seldom falling).
9. Enable child to run without falling.
10. Encourage child to creep/travel on seat up and down stairs.
11. Encourage child to walk up and down stairs with someone holding his hand.
12. Encourage child to walk up and down regular stairs independently with a rail.
13. Encourage child to walk backward six feet.
14. Encourage child to jump down from a regular step with both feet together.
15. Teach child to ride tricycle using pedals. He may still put feet down to turn.
16. Encourage child to walk on tiptoes a few steps. (Strength and balance.)
17. Encourage child to walk unassisted up and down regular stairs without rail. He may alternate up but step to the same step down.
18. Encourage child to walk a ten foot line without stepping off. (Balance and visual judgment.)
19. Teach child to ride tricycle using pedals as he turns.
20. Encourage child to jump five times rapidly in place. (Agility and speed.)
21. Encourage child to jump forward eight to ten inches from a standing position. (Agility.)
22. Encourage child to gallop;(skip on one foot).
23. Encourage child to alternate feet when going up and down regular stairs without support.
24. Encourage child to hop two to four times on each foot without touching down. (Balance and agility.)
25. Encourage child to march with legs high. (Balance.)
26. Encourage child to jump backwards six times without falling. (Balance and agility.)
27. Encourage child to jump forward ten to thirty-six inches from a standing position. (Agility.)
28. Encourage child to walk on tiptoes long distances. (Strength and balance)
29. Encourage child to hop 16 feet on each foot without touching down. (Balance and agility.)
30. Encourage child to skip with alternating feet.
31. Encourage child to walk backwards with toe to heel gait six feet.
32. Encourage child to jump over an obstacle three to four inches high. (Agility.)
33. Encourage child to jump down from height of 12 inches or more, landing on both feet. (Agility.)

34. Encourage child to jump forward 36 to 38 inches from a standing position. (Agility.)
35. Encourage child to jump, doing an about face and landing on toes. (Balance and agility.)
36. Encourage child to hop 50 feet on each foot in a short time. (Balance and agility.)

Prescriptions for Skills Sequence Checklist
Motor
Upright Position Skills

1. Encourage child to raise his head and support himself on his forearms while lying on stomach.
2. Encourage child to roll from back to stomach.
3. Encourage child to sit briefly with arms propped or with support.
4. Encourage child to sit on floor ten minutes without support other than W sitting.
5. Encourage child to get into sitting position without assistance.
6. Encourage child to pull himself to standing position by furniture.
7. Encourage child to stand briefly without support.
8. Encourage child to get from sitting to standing position in midfloor by turning on all fours. (Agility.)
9. Encourage child to seat self directly backwards on a small chair. (Balance, body perception, and space perception.)
10. Encourage child to squat to play without using hands for balance. (Balance and agility.)
11. Encourage child to kick large (eight inch) ball without holding support. (Balance and visual judgment.)
12. Encourage child to pick up toys from floor without support. (Balance and agility.)
13. Encourage child to try to stand on one foot. (Static balance.)
14. Encourage child to throw a three inch ball five to six feet without falling. (Balance and arm activity.)
15. Encourage child to catch an eight inch ball at three to five feet. (Balance and eye hand coordination.)
16. Encourage child to stand five to ten seconds with heels together and arms at sides. (Static balance.)
17. Encourage child to stand one to two seconds on tiptoes. (Strength and balance.)
18. Encourage child to stand on one leg one to three seconds. (Static balance.)
19. Encourage child to swing on backless straight seated playground swing when pushed. (Balance.)
20. Encourage child to throw a three inch ball overhand 10 to 15 feet with fair direction. (Balance and eye hand coordination.)
21. Encourage child to catch an eight inch ball thrown five feet. (Balance, eye hand coordination.)
22. Encourage child to get up from midfloor by partial rotation to side and using hands. (Agility.)
23. Encourage child to stand heel to toe with arms at sides for three seconds. (Static balance.)
24. Encourage child to stand on one leg four to eight seconds. (Static balance.)
25. Encourage child to get up from midfloor without rotation be using hands on floor or legs. (Agility.)
26. Encourage child to climb playground slide and slide down. (Balance and agility.)
27. Encourage child to catch eight inch ball when bounced to him four to six feet. (Balance and eye hand coordination.)
28. Encourage child to get up from midfloor without rotation or using hands. (Agility.)

29. Encourage child to stand on tiptoes with eyes open for three seconds. (Strength and balance.)
30. Encourage child to stand on one leg ten seconds or more. (Static balance.)
31. Encourage child to climb the playground jungle gym. (Agility and strength.)
32. Encourage child to bounce and catch an eight inch ball in place. (Balance and eye hand coordination.)
33. Encourage child to catch three inch ball thrown five to six feet. (Balance and eye hand coordination.)
34. Encourage child to stand on tiptoes with eyes closed for three seconds. (Static balance.)
35. Encourage child to stand with heels together and arms at sides more than ten seconds. (Static balance.)
36. Encourage child to stand on one leg with eyes closed for five seconds. (Static balance.)

Prescriptions for Skills Sequence Checklist
Self Help
Fine Hand Skills

1. Encourage child to look at and manipulate hands.
2. Encourage voluntary grasp of objects.
3. Help child coordinate eyes with hands when picking up an object.
4. Encourage child to transfer an object from one hand to the other.
5. Encourage child to use thumb opposed to extended fingers in picking up pellet size objects.
6. Encourage child to use thumb and tip of index finger to pick up pellet size objects.
7. Encourage controlled voluntary release of objects.
8. Encourage child to use both hands in manipulation of objects at midline.
9. Encourage child to place five round pegs in a pegboard.
10. Observe the child to see if hand preference is beginning but do not approach him about it at this time and do not encourage use of one hand in preference to the other.
11. Teach child to string one inch beads.
12. Encourage child to turn pages one at a time.
13. Encourage child to use wrist action in grasping objects and doing pencil tasks.
14. Encourage child to remove wrapping from candy.
15. Encourage child to place six round pegs in a pegboard.
16. Encourage child to use his most skilled hand in activities.
17. Encourage child to roil, pound, squeeze, and pull clay.
18. Help the child string one half inch beads.
19. Help child learn to carry breakable objects without breaking them.
20. Encourage child to fold paper.
21. Encourage child to place six square pegs in holes.
22. Encourage child to cut randomly with a scissors.
23. Encourage child to move thumb without moving fingers; (close fist and move thumbs).
24. Encourage child to pick up pins.
25. Encourage child to imitate spreading of hand and bringing thumb into opposition with each finger.
26. Encourage child to stack ten or more cubes.
27. Encourage child to place 20 small objects in a box within 30 seconds.
28. Encourage child to fold and crease a piece of paper three times on demonstration.
29. Encourage child to cut with a scissors following a line.
30. Encourage child to pick up minute objects when each eye is covered separately.
31. Encourage child to imitate folding a triangle from a six inch square.
32. Teach child to trace around a shape drawn on paper.
33. Encourage child to tie a single knot.
34. Encourage child to catch a ball five inches in diameter from about six feet.
35. Encourage child to lace shoes.
36. Encourage child to button two penny size buttons quickly.

Prescriptions for Skills Sequence Checklist
Self Help
General

1. Teach child to suck and to swallow.
2. Show child how to take his hand to his mouth.
3. Teach child to hold and transfer food to his mouth.
4. Teach child to take a cup to his mouth.
5. Show child how to take a spoon to his mouth and to lick it.
6. Teach child to cooperate for dressing.
7. Show child how to hold arms out for clothing.
8. Teach child to indicate when his pants are wet.
9. Show child how to fill a spoon with food and take it to his mouth right side up.
10. Teach child to verbalize his toilet needs.
11. Teach child to pull off his shoes and pants.
12. Teach child to eat with a spoon.
13. Show child how to pull his pants down for toileting.
14. Teach child to suck from a plastic straw.
15. Teach child to feed himself.
16. Show child how to put on his shoes, socks, and pullover shirt.
17. Teach child to button a button the size of a quarter.
18. Teach child to control bowel and bladder.
19. Teach child to drink from a paper straw.
20. Teach child to eat with a fork.
21. Teach child to unbutton accessible penny size buttons.
22. Teach child to completely undress self.
23. Teach child to toilet himself with supervision.
24. Teach child to button buttons the size of a quarter.
25. Teach child difference between the front and back of clothing.
26. Teach child to put on his coat or sweater.
27. Teach child to cut with a knife.
28. Teach child to lace shoes.
29. Teach child to button penny size buttons.
30. Show child how to zip an open end zipper.
31. Teach child to completely dress and undress himself without assistance.
32. Show child how to wash and dry hands and face without getting clothes wet.
33. Teach child to use the toilet without supervision.
34. Show child how to brush and comb hair.
35. Show child how to tie shoelaces.
36. Teach child to spread with a knife.

Prescriptions for Skills Sequence Checklist
Language
Reception

1. Encourage child to react to sound of normal intensity.
2. Teach child to seek out the sources of sounds.
3. Teach child to respond to his name.
4. Teach child to wave hand when "bye bye" is used by him or others.
5. Teach child to follow command "Give it to me."
6. Teach child to follow simple commands; (sit down, come here).
7. Teach child to identify designated objects.
8. Teach child to identify parts of his face.
9. Teach child to point to pictures of objects as they are designated.
10. Teach child to follow simple directions.
11. Teach child to differentiate sources of environmental sounds.
12. Teach child the concept of "one" from among many.
13. Teach child to associate function or action with the appropriate limb or other body parts.
14. Teach child to respond appropriately to questions that require other than a "yes" or "no" response.
15. Teach child to identify pictures of objects as they are named.
16. Teach child to follow commands with prepositions; (in, out, up, down, under, above, on, off).
17. Teach child to identify pictured actions.
18. Teach child use of objects.
19. Teach child to classify objects and pictures into categories.
20. Teach child to associate different objects with each other, i.e., chair with table.
21. Teach child to follow two part commands in proper sequence.
22. Teach child to select pictures demonstrating space relationships such as in, on, under, above, etc.
23. Teach child to identify pictured action.
24. Teach child to categorize pictures of similar objects; (chairs in one group, tables in another, etc.).
25. Teach child to demonstrate meaning of abstract words by pantomime.
26. Teach child to demonstrate use of pictured objects.
27. Teach child to follow three part commands.
28. Teach child the concept of "same" and "not the same" and to select picture which does not belong in a group.
29. Teach child to recognize inaccurate information.
30. Teach child the names of common colors.
31. Teach child names of body parts; (chin, ankle, knee, elbow, leg, arm, and neck).
32. Explain opposites and teach child to pair pictures of opposites.
33. Teach child to select picture demonstrating specified subject and action.
34. Teach child to respond to questions with a choice of two answers provided, i.e., "Which is bigger, mommy or baby?".
35. Teach child to sequence pictures to tell a story.
36. Teach the concept of "three."

Prescriptions for Skills Sequence Checklist
Language
Expression

1. Encourage child to vary cry in pitch, length, and volume to indicate needs.
2. Encourage child to make comfort sounds.
3. Encourage child to laugh, cry, and use vowel sounds.
4. Encourage child to babble.
5. Teach child to imitate vocal sounds of others.
6. Teach child to say several words appropriately; ("dog" when he sees dog, etc.).
7. Encourage child to gesture to indicate what he wants to do.
8. Encourage child to state in jargon what he wants to do.
9. Teach child to use exclamatory expressions appropriately.
10. Teach child to say intelligibly 6 to 20 words.
11. Encourage child to repeat parts of sentences.
12. Teach child to combine two words.
13. Teach child to name familiar objects.
14. Teach child to name common objects through pictures.
15. Teach child to combine three words into phrases.
16. Teach child to verbalize toilet needs.
17. Teach child to use the word "more" when asking for another.
18. Teach child to use personal pronouns; (me, you, etc.)
19. Teach child to express his desire to take turns.
20. Teach child to identify actions in pictures.
21. Teach child to say his first and last names.
22. Teach child to tell of his experiences in correct sequence and in detail.
23. Teach child to describe his body positions with prepositions such as in, on, beside, under, above, etc.
24. Encourage child to converse and ask "why?".
25. Teach child to tell a story as he looks at pictures.
26. Teach child to name common colors.
27. Teach child to state his age and sex.
28. Teach child to explain why an item does not belong in a category; (apple, banana, pear, turtle).
29. Teach child to use abstract words to describe his feelings.
30. Encourage child to use intelligible speech.
31. Encourage child to use correct grammatical structure.
32. Encourage child to tell imaginary tales.
33. Teach child to name penny, nickel, and dime.
34. Encourage child to ask for meanings of new words.
35. Teach child to recite numbers to the 30's.
36. Teach child to count 13 objects.

Prescriptions for Skills Sequence Checklist
Emotional
Personal Social Interaction

1. Encourage child to make a social response to a person.
2. Encourage child to make a response to your voice.
3. Encourage child to smile in response to a smile.
4. Teach child to smile in anticipation of being picked up.
5. Teach child to play pat-a-cake and similar games.
6. Encourage child to imitate actions of teacher; (patting doll).
7. Encourage child to repeat desired behavior by rewarding that behavior.
8. Encourage child to repeat desired behavior without teacher reward.
9. Show child how to examine his environment with curiosity and interest.
10. Encourage child to cooperate in rest period and routine classroom procedures.
11. Help child identify his possessions.
12. Show child how to play make believe in playhouse and similar situations.
13. Show child how to claim his possessions and how to keep others from taking them.
14. Encourage child to play near other children.
15. Show child how to handle toys without breaking them.
16. Help child identify dangerous items and places.
17. Teach child circle games such as ring-around-the rosey.
18. Help child recognize daily routines in the classroom.
19. Encourage child to share his toys.
20. Show child how to use his toys in imaginative play.
21. Teach child to play group games.
22. Encourage child to recite poems, sing , or dance without prompting.
23. Encourage child to help put toys and equipment away.
24. Encourage child to wait his turn in games, for snack, and at other appropriate times.
25. Encourage child to dress up in adult clothes.
26. Encourage child to show concern and sympathy for playmates.
27. Encourage child to listen to stories and participate in group activities.
28. Encourage child to finish tasks he has begun.
29. Teach child to make decisions about where he will go, what he will wear, eat, and do.
30. Help child to get along with others with a minimum amount of fighting.
31. Show child how to cooperate with friends when playing.
32. Encourage child to select his own friends.
33. Encourage child to play games by the rules.
34. Teach child to be tender and protective to other children and to pets.
35. Encourage child to continue dramatic play.
36. Encourage child to invent and tell imaginative stories.

Prescriptions for Skills Sequence Checklist
Emotional
Body Awareness

1. Encourage child to smile and respond pleasurably to touching and handling when caressed or assisted in activities.
2. Help child develop visual awareness of his hands.
3. Help child develop awareness of his body by feeling and playing with his hands, feet, clothing.
4. Help child in sensory exploration of objects with hands, mouth, or eyes.
5. Encourage child to localize tactile stimulation by touching spot on body which has been touched by another object and to search for object which touched him.
6. Teach beginning imitative movement in baby games.
7. Teach child to identify one body part.
8. Teach child to identify one body part on another person or doll.
9. Help child experience directional movement of self or toy backwards, sideways, forward.
10. Teach child to identify three parts of his own body.
11. Teach child to identify three body parts on another person or doll.
12. Teach child to imitate rolling, crawling, sitting, standing, and jumping.
13. Teach child to imitate bilateral limb movements up and down, front to back, and sideways.
14. Teach child to imitate simple head and trunk movements.
15. Teach child to imitate stomach or front near an object such as a chair or to indicate understanding of this action.
16. Teach child to identify body parts by touching hair, nose, eyes, mouth, chin, teeth, hands, fingers, feet, and back.
17. Teach child to identify hair, nose, eyes, mouth, chin, teeth, hands, fingers, feet, and back on another person or doll.
18. Teach child to identify hair, nose, eyes, mouth, chin, teeth, hands, fingers, feet, and back on a drawn figure.
19. Teach child to imitate placing his back by an object or indicate understanding of this action.
20. Teach child to imitate or identify movement of one leg and one arm without moving the other leg and arm.
21. Teach child to move backwards in several postures or identify backwards movement.
22. Teach child to identify his own tongue, neck, thumb, first and little fingers, and side.
23. Teach child to identify tongue, neck, thumb, first and little fingers, and side on another person or doll.
24. Encourage child to draw person with head, and one other body part.
25. Teach child to imitate placing his side by an object.
26. Teach child to imitate sideways movement or to identify sideways movement.
27. Teach child to identify his shoulder, elbows, knees, middle and ring finger.
28. Teach child to identify shoulder, elbows, knees, middle and ring fingers on another person or doll.
29. Teach child to imitate a two phase movement in sequence.

30. Encourage child to draw three additional parts on an incomplete man.
31. Teach child the concept of right and left parts by imitating movement of the teacher's corresponding limb.
32. Encourage child to move creatively on request.
33. Teach child to imitate threephase movement.
34. Teach child selected finger play games.
35. Teach child to identify right and left parts.
36. Encourage child to draw a man with head, trunk, legs, arms, and features.

Prescriptions for Skills Sequence Checklist
Preacademic
Memory and General Information

1. Teach child where his hands are and how to clap.
2. Teach child to identify a new teacher.
3. Encourage child to show recognition of his mother when she enters the room by smiling, gesturing, verbally identifying her or going to her.
4. Teach child to look for items shown to him then hidden.
5. Show child how to unwrap items.
6. Teach child to show recognition by smiling, gesturing when he sees several familiar teachers, therapists, or children.
7. Teach child to demonstrate his awareness and enjoyment of daily routine by gesturing, smiling, or telling of his pleasure.
8. Teach child the difference between edible and nonedible items.
9. Encourage child to use toys and equipment in the classroom appropriately.
10. Teach child the way to the bathroom and playground so he can get there by himself.
11. Teach child to identify his coat, boots, and hat.
12. Encourage child to recognize broken items and to try to fix them.
13. Teach child to identify his clothing as his own and not that of others.
14. Help child learn the concept of "one" vs. "more than one."
15. Teach child to repeat two word phrases on request.
16. Teach child to answer correctly when asked if he is a boy or a girl.
17. Teach child his first and last names so he can say them or point to them when written.
18. Teach child to name the primary colors.
19. Teach child to match the primary colors.
20. Teach child to identify day and night.
21. Encourage child to count three objects correctly.
22. Teach child the concept of "longer" and "shorter."
23. Encourage child to identify pictures of animals and to match them with other pictures of same kind of animals.
24. Encourage child to recite or act out at least one nursery rhyme or appropriate poem.
25. Help child identify nighttime and daytime activities.
26. Teach child to count four items correctly and to tell how many he has counted.
27. Encourage child to identify common coins.
28. Teach child to identify and match the three primary colors.
29. Teach child to give his home address when asked.
30. Teach child his age and birthday.
31. Encourage child to count to ten.
32. Teach child to count six objects and tell how many he has counted.
33. Teach child to differentiate winter from summer using pictures.
34. Teach child to identify the quantity "one-half."
35. Teach child that five pennies equal a nickel.
36. Teach child the number of days in a week.

Prescriptions for Skill Sequence Checklist
Preacademic
Visual Motor Perception

1. Teach child to look at objects.
2. Teach child to visually follow objects moved past midline.
3. Encourage child to reach for objects beyond his immediate area.
4. Show child how to put round form in a formboard.
5. Direct child's attention to teacher's scribbling.
6. Encourage child to imitate teacher's scribble.
7. Encourage child to place several pegs into a pegboard.
8. Encourage child to draw his own scribbles.
9. Teach child to put round and square shapes in a formboard.
10. Encourage child to imitate building a stack of three blocks.
11. Teach child to distinguish between a stroke and a scribble.
12. Encourage child to imitate a vertical stroke.
13. Teach child to put upside down object right side up.
14. Encourage child to imitate building a stack of at least four blocks.
15. Encourage child to nest nesting cubes or barrels.
16. Teach child to imitate a horizontal stroke.
17. Encourage child to stack eight blocks.
18. Encourage child to make a circle from a model drawing.
19. Encourage child to imitate building a block pyramid.
20. Encourage child to sort blocks by color.
21. Teach child to compare large and small objects.
22. Teach child to reassemble a circle which has been cut in half.
23. Teach child to stack nine blocks.
24. Teach child to draw an oblique cross.
25. Teach child to match pictures of common objects.
26. Encourage child to print a few letters on paper.
27. Encourage child to hold his paper with other hand when writing.
28. Teach child to build a six cube pyramid.
29. Teach child to draw a square from a model drawing.
30. Teach child to reassemble circle which has been cut into four pie shaped pieces.
31. Encourage child to draw a house with doors, windows, roof, etc.
32. Teach child to reassemble a rectangle which has been cut diagonally.
33. Encourage child to draw a triangle from a model drawing.
34. Encourage child to print numbers from one to five.
35. Teach child to fold a six inch square of paper twice to form a triangle.
36. Encourage child to match pictures of at least 12 common objects.

GLOSSARY

Agility - The ability to move from one posture to another or one place to another quickly and easily.

Balance - The ability to maintain or control a posture; to accommodate to disruption by an outside force or a movement of one's self. Several types of automatic balance reactions contribute to balance. Static balance reactions are involved when the child maintains posture in one place. Dynamic balance reactions occur when locomotion or movement in the environment is involved.

Body perception - The child's total body awareness which evolves from sensory information such as tactile and movement sensation, visual associations, cognition, language, and emotional associations.

EyeHand Coordination - Ability to integrate visual perception and tactile and movement sensations that are feedbacks from body movement and movements of the hands.

Midline - Front vertical middle of the body.

Oblique cross - X

Prehension - Act of physically taking hold, seizing, or grasping.

Scribble - To make meaningless marks with a writing instrument.

Space perception - Perception of space related to the size, shape, and movement of the body in its environment as well as the perception of forms, etc., on paper.

Stroke - A mark made with a writing instrument in a single movement.

Visual Judgements - Situations in which multiple visual skills are involved, such as walking a line or climbing stairs. Some of these skills are visual acuity, visual attention, spatial depth or distance perception, and eyefood coordination.

W Sitting - A sitting posture in which the child sits down between the feet from a kneeling position. The feet may be turned in or out with the knees forward and the feet back so that the legs are in the shape of a W. This is a typical posture with many neurologically handicapped children and if continued may contribute to orthopedic problems.

Manual 2

Integration Of Prescriptions Into Nursery School Activities

Meyer Children's
Rehabilitation Institute
Teaching Program
For Young Children

University of Nebraska Medical Center
Omaha, Nebraska

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This publication is for limited distribution to selected programs for young handicapped children only.

MEYER CHILDREN'S REHABILITATION INSTITUTE
PRESCRIPTIVE TEACHING PROGRAM FOR MULTIPLY HANDICAPPED NURSERY SCHOOL CHILDREN

Manual II
Integrating Prescriptions Into Regular Classroom Activities

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INTRODUCTION

When approached with the idea of individualizing each activity for a child in the classroom, the teacher's first reaction is usually, "That would be great if I had only a few children. (Usually meaning two or three.) But what happens when I have ten?" The purpose of this manual is to answer this question.

When a teacher begins teaching a class of eight or ten, it becomes even more important that she know each child and at what level he is functioning so that she can assist him to gain as much as possible from the experience provided. It also becomes very important that each child be a part of every activity and that he be provided activity while the teacher is working with another child. Children learn best from other children, whether it be playing with blocks or drawing a circle.

For example, take an activity like rolling a ball. Through this activity one child may be improving his skill in rolling the ball; another may be working on expressive speech, and a third may be working on upright posture. All of these children would be rolling the ball, but there would be more goals than just rolling a ball.

In the same way, any task can be broken down and analyzed to meet the need of each child in the group. In order for the teacher to meet this responsibility, she must know and understand each child's level of functioning in each area and then challenge him to perform at his level.

All teachers are involved in individualizing instruction to some extent. It would be poor teaching to expect the same response from every child in the same situation. What is presented here is a formal method of analyzing tasks and writing them down so that everyone who works with a given child will have the same expectations for him. It is a type of insurance that everyone will be working on the same skills with a child, thus developing that skill at the fastest rate possible.

The first part of this manual consists of group activities with examples of integration of specific prescriptions into these activities. The second part of the manual contains a list of activities that can be used successfully with multiply handicapped children.

PRESCRIPTION INTEGRATION

In the pages that follow, a number of group activities are described and examples are presented to show how to meet the requirements of individual prescriptions within these activities:

The activities described are:

1. Snack Time
2. Table Work
3. Obstacle Course
4. Speech Lesson
5. Art Work
6. Free Play

No activity is limited to a single objective; the teacher has a number of objectives for each child that she keeps in mind and pursues at every opportunity. Individual prescriptions cannot be looked at in isolation. The teacher must be aware of where each prescription fits into the total schema and interprets each prescription in terms of its place in the checklist.

Examples of how to integrate the prescriptions for two children are given for each activity. The prescriptions are taken from Manual I, Prescriptive Teaching, and represent actual prescriptions assigned to individual youngsters in the Meyer Children's Rehabilitation Institute during the 1971-1972 school year. The prescriptions throughout the manual relate to Child A who has a severe hearing loss and is scoring at the upper end of the skills sequence checklist in all areas except language, and Child B who is nonambulatory and is scoring at the upper end except in motor areas.

The prescriptions for Child A are:

1. Locomotor: Encourage child to hop 16 feet on each foot without the other foot touching down.
2. Upright Position: Encourage child to get up from midfloor without rotation or using hands.
3. Fine Hand: Encourage child to pick up minute objects when each eye is covered separately. (Use only right eye.)* Encourage child to tie single knot.
4. General: Encourage child to lace shoes.
5. Language Receptive: Teach child to respond to his name.
6. Expressive: Teach child to use exclamatory expressions appropriately.
7. Personal Social Interaction: Encourage child to recite poems, sing, or dance without prompting. (Note limitation on language.)
8. Body Awareness: Teach child to identify right and left parts.
9. Memory and General Information: Teach child to repeat two word phrases on request.
10. Visual Motor Perception: Encourage child to draw a house with doors, windows, roof, etc.

* Child A is blind in left eye.

The prescriptions for Child B are:

1. Locomotor: Encourage child to walk with one hand held.
2. Upright Position: Encourage child to get from sitting to standing position in midfloor by turning to all fours.
3. Fine Hand: Encourage child to use both hands in manipulation of objects at midline.
4. General: Teach child to pull off his shoes and pants.
5. Receptive: Teach child to classify objects and pictures into categories.
6. Expressive: Teach child to tell of his experiences in correct sequence and in detail.
7. Personal Social Interaction: Encourage child to cooperate in rest period and routine classroom procedures.
8. Body Awareness: Teach child to imitate or identify movement of one leg and one arm without moving the other leg and arm.
9. Memory and General Information: Help child learn the concept "one" vs. "more than one."
10. Visual Motor Perception: Teach child to distinguish between a stroke and a scribble.

SNACK TIME

Snack time is a time for social learning. We as a social group place great emphasis on eating together. The handicapped child needs a great deal of help to develop the fine motor, language, and social skills which are required in this activity.

Child A -- Passes the cookies and serves the drinks. No verbal response is required although he is encouraged to repeat "cookie," and "juice."

Child B -- Sits and waits to be served. He is required to say: "May I have a cookie please;" "May I have some juice please," and "Thank you." He is often served first and waits for the others to be served before beginning to eat.

TABLE WORK

The preacademic directed seat work, such as puzzles, pegboards, matching games, and stringing beads provide the child with an opportunity to learn to follow instructions and gain the skills which will be needed in his later schooling. He learns relationships, colors, form perception, numbers, and sizes. At first these are the shortest periods; at the end of nursery school these activities become longer and more interesting to the child as he can do more things and more complex things.

Child A -- Child A's awareness and abilities are such that he can spend long periods of time in activities. He should be given the opportunity to work with materials such as the pipes and tinker toys, lego blocks, and other materials which present to him a continuously increasing challenge.

Child B -- Child B should be provided with the kinds of table work that will encourage development of his motor skills, but they should not be specifically challenging in terms of fine motor activities. Simple, large pegboards, large lego blocks, and two and three piece puzzles are the types of activities in which Child B might participate during table work.

OBSTACLE COURSE

The obstacle course provides an excellent opportunity for the teacher to control the environment to challenge each child. Environment may be utilized to improve the child's abilities to maneuver through space, gain body awareness, and expand his language skills. Materials for the course are available in every classroom. Tables and chairs, a piece of string or chalk line and wooden blocks are among the most common items used.

The teacher shows Child A how to traverse the obstacle course. Child A then does the whole course by himself. If he makes a mistake, the teacher stops him and demonstrates to him how to proceed. If he isn't sure of the next step, he stops and looks to the teacher for visual instructions.

Child B will be given his turn after he has had an opportunity to observe other children. The teacher will instruct and lead him through each activity. When he must climb he will be lifted and will be assisted in getting down. The teacher gives him verbal instructions and requires that he ask for directions when he is not sure of the next step.

SPEECH LESSON

The meanings of words come out of experience; experience is therefore basic to language development. So pervasive is this fact that it is difficult to find a situation in the nursery school in which language is not a part of the activities.

However, formal instructional periods are planned to stimulate aural reception and oral expression. These periods consist of naming, discussing, story telling, relating experiences, following instructions, reciting, and singing simple songs.

In this formal instructional period, the children are seated in front of the instructor. The instructor presents pictures which the children name; tells stories and asks questions; has the children follow simple instructions, and relates experiences.

Child A demonstrates what is done with the object in the picture. He may match objects with the picture. He may be asked to imitate a word -- any attempt would be appreciated. He would be asked to match colors with colors in the picture, or he would be asked to hold up a specified number of fingers, or find some number of objects.

Child B verbally relates what is happening in the picture. He names the objects in the picture. To answer questions, he would have to repeat short sentences and speak in phrases or short sentences. His articulation would have to be age equivalent to be accepted.

He would be asked to name the colors or count verbally the objects in the picture.

ART WORK

Two major objectives are met through art work with young children. One is to help children understand themselves through emotional expression and discovery of their creative abilities; the other is to develop the manual arts skills which will be useful to them in later life. The use of art materials helps the child develop fine hand skills necessary for writing.

Child A -- Note Child A's visual motor perception abilities. He is at the stage where he should be paying attention to minute details. Since he is multiply handicapped and has ample opportunity in other activities for gross creative expression, he would be encouraged during the art work activities to develop fine motor skills related to later academic performance. This is particularly important since he will undoubtedly be developing writing as one of his main sources of communication. Also, because of his sensory limitations, many experiences need to be provided which will offer him the opportunity to become aware of different textures, weights, shapes, sizes, etc.

Child B -- The basic art programs provided for Child B should provide a large amount of gross motor movements and orientation of objects in space. Note his visual motor perception. He is only at the level of distinguishing between a stroke and a scribble. Therefore, painting at the easel, working at the flannel board, and other gross motor types of art work would be provided for him.

FREE PLAY

Play is the work of young children. It is through play that they practice the skills of motor development, social skills, and gain awareness of relationships. They need a chance to explore, to try things out, to choose, to observe, and to follow. They need to copy, to be different, and to learn what pleases or displeases them most. The teacher's main job in this activity is to observe, to arbitrate, and to assist when needed. The meaning of "free" here is that the child selects. The teacher does not direct this activity. However, she does encourage the child to enjoy ever more challenging activities and enables him to discover new activities.

Child A will be allowed to explore-to find what he is primarily interested in, and to participate in several different activities until he finds one in which he is most interested. The teacher with Child A during free play will arbitrate and explain to other children when Child A is unable to explain, and call to his attention new materials that may be available in the setting which he might have overlooked.

Child B will have to be moved to the area of the materials with which he would like to play. The teacher will need to ask Child B what he would like to do so that he can express his desires and not be isolated a distance from what he would like to be playing with. The teacher will also need to be aware of Child B's desire to change activities.

SOME SUGGESTED ACTIVITIES FOR MEETING PRESCRIPTIONS

The listings which follow are suggestions of activities for meeting prescriptions in each of the areas of Meyer Children's Rehabilitation Institute Skills Sequence Checklist. This is not meant to be an exhaustive listing nor an exclusive one, but rather a starting point. Some of the ideas listed here will be excellent for one child and poor for another. It is hoped that you will be able to choose those activities which will be most useful and that they will inspire you to think of many more. This is not intended to be a cookbook.

The activities progress from simple to more complex, but do not relate specifically to the numbers on the prescription card. The reason for this is that some of the same activities may be used for several prescriptions.

MOTOR

1. Rocking board tipped into a variety of postures: lying on back, stomach, sitting, all fours, kneeling, standing.
2. Tip'n Rock plastic floor seats.
3. Large plastic saucer.
4. Dipsy Doodle plastic gravy boat toy.
5. Rocking boat.
6. Rocking chairs.
7. Rocking horses.
8. Playground equipment: swings, teeter totters, gliders, merry-go-rounds.
9. Riding on large ball lying on stomach, lowering toward head.
10. Falling on, crawling on, walking on pile of pillows or soft mattress: fall forward to hands and knees, or backwards to seat.
11. Rolling over.
12. How fast can you all lie down?
13. How fast can you all get up?
14. Child to fill bucket with small toys on floor, must squat to pick up toys.
15. Musical chairs.
16. Ring Around the Rosey.
17. Duck walk, crab walk, bear walk, elephant walk, bunny hop.
18. Stepping in and out of boxes.
19. Walking rungs of a ladder.
20. Obstacle course: on, over, under, beside, behind, around, above, below, in front of.
21. Stepping stones.
22. Balance beam: walk sideways, left to right, right to left, backward, step over objects, carrying objects.
23. Pull child on a blanket.
24. Lift and lower child on blanket.
25. Walking with shoe boxes on feet.

26. Finger play songs such as "People on the Bus," and "Johnny Rounds with one Hammer."
27. Demonstrate and have the child bounce a ball.
28. Pass ball between legs.
29. Rhythm band, march to music.
30. Suspend a ball, have child hit with paddle or bat.
31. Roll a tire.
32. Play ball with plastic ball and bat.
33. Sit on scooter and use hands to pull.
34. Riding tricycle: ride inside, outside, through obstacle course.
35. Bowling plastic pins with ball.
36. Roll sideways: left to right, right to left, fast, slow, away from me, to me, stop, go.
37. Swimming in large pool.
38. Water play small wading pool.
39. Croquet.
40. Tug of war.
41. Jungle gym.
42. Bean bags, throwing.
43. Bat the balloon, piñata.
44. Ring toss.
45. Indoor horse shoe.
46. Have child jump over line or rope on the floor.
47. Place ladder on edge and have children crawl in and out between the rungs.
48. Crawl through cube, box with holes.
49. Run from one point to another.
50. Run to music.
51. Jump on Johnny Jumpoline.
52. Trampoline.
53. Jumping or hopping to music.
54. Dancing with color paper streamers (make them fly).
55. Jump off low stool or step.
56. Walk up steps.
57. Gallop to music, pretend horses.
58. Slide to music.
59. Skip to music.
60. Scooter Boards: lie on stomach and pull self with arms; lie on stomach and use legs to push; lie on stomach using both arms and legs; sit on board and use feet to pull; lie on back and push with legs.
61. Climbing on a jungle gym.
62. Swinging.
63. Riding wheel toys.
64. Pounding nails and using carpentry tools.
65. Games: Drop the Hanky
66. London Bridge
67. Farmer in the Dell

SELF HELP

Fine Motor

1. Sitting in rocking boat.
2. Sitting in tippy tub.
3. Sitting up while going down slide.
4. Retrieve an object hidden on child's body (up sleeve, pant leg, down back of neck).
5. Body image records (Hokey Pokey).
6. Ask child to put specific body surface on the mat or next to the wall.
7. Simon Says.
8. Imitating putting ring-toss rings on body parts.
9. Pass inner tube, small hula hoop, or buckled belt over head and arms, over hips to feet, and off.
10. Stockinette sleeves on and off arms and legs.
11. Dress up.
12. Front and back, put large circle with big pin in front, on over head.
13. Buttons in slot.
14. Buttons in slot cut in plastic lid of coffee can.
15. Pennies in piggy bank.
16. Pegboards.
17. Wrap child up with yarn or rope.
18. String beads.
19. Lacing board.
20. Lace large adult shoes.
21. Song: "This is the Way We _____."
    (brush our teeth, comb our hair, tie our shoes, etc.)
22. Put shaving cream on doll and use play razor to shave it off, wipe with towel, undress, bathe, dry, and dress large baby doll.
23. Wash and dry play dishes and put them in cupboard.
24. Play with playdoh: use rolling pin and cookie cutters.
25. Place weight or heavy bean bag in one hand and ask child to move sideways.
26. Hit suspended balloon with alternate hands.
27. With alternate hands, put items (rocks, pennies, or toys) in a container.
28. Hopscotch.
29. Obstacle course.
30. Pass objects around circle with just right hands, then change to left.
31. Punch or cut out pictures of paper dolls.
32. Paper cutting
33. Tracing books.
34. Dot to dot.
35. Pasting on lines.
36. Cars or train on road.
37. Twister game in which child puts hand and foot on specified colored circle.
38. "Mother May I," i.e., clap your hands three times and take one bunny hop forward.
39. Hand slapping games, "Peas Porridge Hot."
40. Bead stringing (popcorn, candy, paper, etc.).

41. Jacks.
42. Punching bag with alternating hands.
43. Chalk board games: large circles, horizontal and vertical lines.
44. Have child assume the same posture as a puppet or doll.
45. Me and My Shadow: one child is leader and "shadow" must copy or imitate all movements.
46. Flag drill: each child has a flag in each hand. He must copy the positions in which the leader puts the flag, i.e., behind back, above head, etc.
47. Tinker toys.
48. Lego blocks.
49. Nuts and bolts.
50. Pull apart toys: poppit beads, pull apart chains, pull apart pen, pull cotton balls apart.
51. Container play.
52. Pulling a wagon.
53. Pushing a wheelbarrow loaded with toys or another child.
54. Rolling on grass.
55. Carrying heavy objects: sack of pretend groceries from store.
56. Tossing bean or sand bags into a box.
57. Jumping, crawling.
58. Picking up small things (beans or poker chips) with thumb and index finger.
59. Buttoning vest made to fit small child.
60. Buttoning cloth: buttons sewn on piece of material with square of cloth with button holes to button.
61. Putting carom rings on dowel.
62. Stacking toys: Fischer Price stacking doughnuts, nesting boxes.
63. Carry tray with plastic dishes to table and put dishes on table.
64. Activities:
    Finger painting.
    Painting with shaving cream on table.
    Paint on table with whipped cream, pudding, or buttermilk.
    Easel painting.
    Pasting various items (popcorn kernels, styrofoam pieces, popped popcorn, cotton) inside a shape or animal form.

LANGUAGE

1. Hide objects in a sack, have child put hand in sack and feel, ask child, "What is it? Tell me."
2. Say to child, "Give me the car," etc. Articles should be in a box or sack.
3. Name things as you are walking around the room with child.
4. Song, "Everybody stand up, stand up, stand up; everybody stand up, just this way."
5. Sit child on lap and have him point to his face parts as you name them.
6. Point to your face parts as you name them.

7. Point to face parts on a flannel board face.
8. Have child turn over picture from a group that has been put face down. Ask him, "What is it?"
9. Look through a book and have child name the pictures.
10. Dress up: child takes turn listening to a series of directions, "First put on the hat, then put on the boots, and last put on the glasses."
11. Going on a trip: children take turns packing a suitcase for a trip following the teacher's directions.
12. Present two identical pictures, stating they are the same, they are both balls. After a number of "same" pictures, then present two pictures that are not the same. Next present three pictures of which one is different, ask which one is not the same, which one is different.
13. Using objects and vocabulary known to the child, make incorrect statements about the objects. Ask the child, "Is that right?"
14. Using small objects and several boxes with an appropriate picture on each, have the child put all the cups in cup box, animals in animal box, etc.
15. Using pictures, have child place pictures in appropriate category, chair, table, dog, hats. Pictures should not be same.
16. Using series of pictures, ask child which one does not belong. If he responds correctly, ask "Why?"
17. Cover your eyes and say to child, "I can't see, my eyes are covered." Cover child's eyes saying, "Now _____ can't see. His eyes are hiding, _____ can't see." Ears for hearing, legs for walking, arms for working.
18. Song, "Where is Bobby, where is Bobby? There he is, there he is."
19. Song, "Hokey-Pokey" eliminating words "left and right."
20. Using objects at first, demonstrate things that go together: cup saucer, iron ironing board, stove pan, toothbrush toothpaste, Then separate and allow child to match.
21. Draw happy and sad face. Child should make happy or sad face as he is shown each.
22. Play games where child pantomimes happy, sad, mad, etc.
23. Have designated box for things we eat and things we wear. Ask child to put items in correct box.
24. Begin to classify objects by having children pull all chairs on one side of room, all tables on other side.
25. Teacher points to child and child named comes to teacher. "How are you today, Mary? Sit back down." Child may also point to another child.
26. Animals are shown to the class, named several times, and then put in a box. The child is asked to select an animal named by the teacher.
27. Dressing a large paper doll, clothing names introduced. Teacher says, "This is a dress." "Where is your dress? Put it on her."
28. Take an old purse containing common objects. Ask the child to open it, and take out the ______, then close it.
29. A banana or an orange might be used to teach peel it, eat it, throw it away, smell it.
30. Take turns handing out cups, Teacher says, "Give it to ______."
31. Pictures are presented depicting simple actions. Children imitate action, then attempt to answer the question, "What is he doing?"

32. Children look at pictures or objects of things that swim or fly. Teacher asks, "What swims?" "What flies?"
33. Goodbye song. "Goodbye, goodbye, goodbye to you. Goodbye, goodbye, goodbye to you." Phase out song and replace with "bye bye."
34. Sing song. "This is the way we comb our hair, comb our hair, comb our hair. This is the way we comb our hair, so early in the morning." Have pictures of objects or the objects themselves for visual cues.
35. Getting "in" or "out" of a box. First have the child climb in and out of box, then have him put an object in the box or beside, etc.
36. Show the child a picture of a boy or ball in a box and ask the child to identify the picture with the ball.
37. Using bean bags, have the children imitate teacher placing bean bags on her knee, elbow, ankle, leg, arm, shoulder, neck, and chin. Stress the names of each body part.
38. Song, "One finger, one thumb, keep moving,

    " " " " " "
    " " " " " "
    We'll all be happy and gay."

    Incorporate hand, arm, leg, tongue, and other body parts.
39. Sequential pictures. Two pictures are removed. Child is asked to put them in the right sequence.
40. Use pictures of paired opposites (up down; in out; happy sad). Ask the child to find the car that is in, the car that is out, etc.
41. Hide a set alarm clock. When the alarm goes off, call the child's attention to the sound and help him look for it.
42. Teacher hides with a noisemaker. Child must find the teacher by listening to the noisemaker.

EMOTIONAL

1. Make funny faces in mirror.
2. Watch self move arms, legs, head in mirror.
3. Dress up and look at self in mirror.
4. Point to parts on self, doll, another person, pictures of people.
5. Identify or point to where an adult has touched the child (while the child is looking on when he is not looking).
6. Have child imitate putting ring-toss rings on different body parts, (ears, arms, finger, nose, foot).
7. Wrap yarn around child ~~and have child remove~~ yarn.
8. Peek-a-boo.
9. So big.
10. Patty cake.
11. Simon says.
12. Imitate method of tossing ball or bean bag.
13. Imitate method of waving or moving flags.
14. Rolling over different textures such as sponge, rubber, gym mat, wire screen.
15. Swing in blanket.
16. Have child sit or lie down while being dragged in blanket.

17. Roll in barrel.
18. Playground equipment (sand pile, swings, slides, etc.).
19. Give dollies a bath, undress, bathe, dry and dress, pointing out body parts.
20. Flannel board: putting eyes, nose, mouth, etc., on face.
21. Putting parts of body together on flannel board.
22. Sing greeting song: "Where is Bobby, where is Bobby--there he is, there he is."
23. Trace child's form on large piece of paper.
24. Greet children by name as they enter room. Have children shake hands with other children calling them by name.
25. Have children cut pictures of boys and girls from magazines and paste on construction paper.
26. Give praises such as "good boy" and "good girl."
27. Play "Who's Missing?" (have child hide under a blanket or teacher cover child with a blanket.)
28. Take pictures of the class and have the child identify pictures.
29. Present incomplete bodies or faces and discuss. Have child identify missing parts.
30. Hokey pokey.
31. Fingerplays such as "Eensey Weensey Spider," "I'm a Little Teapot," "Johnny Pounds with one Hammer," "Thumbkin," "Jack and Jill."
32. Angels in the snow.
33. Dress up in dressup clothes, like mommy, daddy, boy, girl, etc.
34. Which finger? Child puts hand under cloth or through a hole in box, teacher pulls one finger, child guesses which finger has been pulled.
35. Read a story and have child retell.
36. Have child relate a story with detail.
37. Take turns for something.
38. All play together.
39. Give choices.
40. Identify own coat, clothes, etc., mix up and find own clothes.
41. Snack "helper" can pass out napkin to each child, clean table afterwards, etc. Put toys away when finished playing.

PREACADEMIC

1. Have the children match pegs on pegboard or sort color into rows.
2. Make traffic signals.
3. Play game "I see something red" and have the child see if he can find it in the room.
4. Modified twister game.
5. Match different colored balloons to clown of same color.
6. Trace shapes of tin plates.
7. Have child draw line, circle, square, etc., as ability increases.
8. Match common shapes.
9. Match numbers, letters, objects.
10. Puzzles, formboards for shape, color discrimination.

11. Cut shapes in plastic lid of coffee can and place matching shaped objects in container.
12. Place shapes on floor: give child a shape and have him run, hop, etc., to the shape.
13. Tupperware form perception ball.
14. Worksheets where child examines first shape and finds identical shape.
15. Sort pennies, nickels, dimes into respective pans.
16. Go to store, see what you can buy with money.
17. Rote counting with finger plays "Ten Little Indians," "This Old Man," "One, Two, Buckle My Shoe."
18. Count concrete objects such as blocks, beads, pegs, etc.
19. Put same number beads on string or pipecleaner.
20. Put same pattern on beads on string as shown.
21. Have child count number of children in class.
22. Have child clap and tell how many times he clapped.
23. Tell him how many cookies he can have (he chooses number).
24. Have child trace over broken lines to make given numerals.
25. Trace over broken lines to write name.
26. Wrap up toys or candy and have children unwrap.
27. Simple coloring: coloring on large sheet of paper.
28. Allow the child to scribble on large newsprint paper.
29. Discuss daily the date, day, month, and year.
30. Discuss and identify daily weather.
31. Use bulletin boards, pictures, and art projects to become familiar with the seasons.
32. Mark children's birthdate on calendar with birthday cake.
33. When talking about birthdays, discuss age of students (show how old on fingers).
34. Have child introduce himself to visitors, telling his name and age.
35. Play game "Where is Bobby" and include teacher's name.
36. Make a game of looking for surprises in boxes.
37. Cut out pictures of boys and girls.
38. Count boys and girls in class.
39. Have all boys and girls stand up.
40. Talk about boys and daddies, girls and mommies.
41. Have child find own coat and hat.
42. Have each child bring a piece of clothing, put into a pile and let him find his own.
43. Put one shoe of each child in a pile and have child find his own shoe.
44. Talk about daytime and nighttime activities.
45. Have a sharing time and ask, "What did you do last night before you went to bed?"
46. Build with large blocks.
47. Finger plays.
48. Dress up in men's clothes and women's clothes.
49. Match pictures of objects with objects.
50. Find opposites.
51. Find similar objects or pictures (cup, mug, glass).
52. Sort objects such as clothes pins on basis of color.

53. Sort articles into categories "to eat," "to wear," etc.
54. Fishing game: Fish for certain color or shape. (magnetic fish)
55. Drop the handkerchief.
56. Have child draw a shape by his name for taking roll.
57. Which one is different or not the same?
58. Three or more colored candies, two the same color. Which one is different? If right, get to eat it.
59. Imitate strokes on board or paper, vertical, horizontal, cross, circle, etc.
60. Match pictures.
61. Make house from shapes, square, triangle, etc.
62. Put story picture cards in sequential order.
63. Dot to dot.
64. Follow the Leader.
65. Match pictures of objects with object itself; put objects in box and have child find one when you show him the picture.
66. Paste cut out paper shapes on paper in outline of corresponding shape.
67. Use flannelboard and put up large number, then have child place that number of flannel pieces on board.

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Manual 3
Equipment And Materials For Use In Nursery Schools For Handicapped Children

Meyer Children's
Rehabilitation Institute
Teaching Program
For Young Children

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THE MEYER CHILDREN'S REHABILITATION INSTITUTE
PRESCRIPTIVE TEACHING PROGRAM FOR
MULTIPLY HANDICAPPED NURSERY SCHOOL CHILDREN

Manual 3

Equipment and Materials for Use in Nursery Schools for Handicapped Children

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INTRODUCTION

Large sums of money are spent each year to purchase special equipment for handicapped children. Much of this equipment goes into permanent storage or is soon demolished because it does not meet the need of the purchaser.

Many simple items carrying therapeutic titles are overpriced and many claims regarding the therapeutic value of the equipment have not been validated.

This manual, in conjunction with Manuals 1 and 2, attempts to alert the reader to the availability of some tested commercial equipment, to show modifications of equipment which make it usable by handicapped children, and to demonstrate equipment which can be manufactured at home. The best equipment will probably be built locally because the precise specifications of that equipment will then be met.

Obviously, it is not possible to list all equipment which might be useful in the nursery school program for multiply handicapped children. Here are a few illustrations of the types of equipment modifications and special equipment which might be available or developed for use in such a program. It is hoped that these examples will lead the reader to develop and modify equipment useful in his situation.

Equipment by itself does not teach, improper adaptation of furniture and equipment can hinder rather than improve the development of a child. This manual contains suggestions which should be helpful. However, major adaptations of furniture and equipment should be planned and used in consultation with physical and/or occupational therapists. Included in the sources are several references that may be useful in solving equipment or feeding problems.

EQUIPMENT

The material in this section is organized under the same major headings found in the Skills Sequence Check List. The purpose is to give the reader a guide in selecting materials and equipment as they relate to the overall program.

Since most equipment or toys may be used for several functional areas, a cross-reference index is provided to indicate other areas in which this piece of equipment might be used. The various subheading areas appear at the beginning of each equipment description and are signified by the following initials:

M - motor: upright posture and locomotion
SH - self-help: fine motor skills, general
L - language: receptive and expressive
E - emotion and social: social, body awareness
PA - pre-academic: memory and general information

General and specially adapted equipment are listed under each heading.

MOTOR

Upright Position and Locomotion

Gross motor skills and development of postural control serve as a base for other areas of functioning. Classroom furniture and equipment are very important in providing correct posture needed for the student's top performance in all areas of the curriculum.

The way a child is seated affects his ability to focus and follow with his eyes, and also affects the use of his hands for nursery school tasks. The way he moves from one place to another is important in developing his ambulation.

Motor play equipment included in this section is for use in the classroom as well as the gym and the playground. Availability of motor play equipment in both areas assists with structuring teaching and development of skills. It also provides for teaching skills in the classroom and reinforcing them in free play.

MOTOR

Upright Position and Locomotion

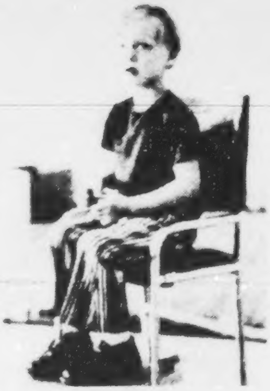
FURNITURE AND EQUIPMENT FOR CLASSROOM AND TRANSPORTATION.

Adjustable Kindergarten Chair

M, SH, L, E, PA

This chair with its seat belt, adjustable foot support and seat depth serves the classroom needs of pre-school age, physically handicapped children who are insecure in regular chairs. This chair fits under a regular classroom table and can be used by children who do not have motor problems. An attachable tray is available.

J. A. Preston Corporation, American Hospital Supply.

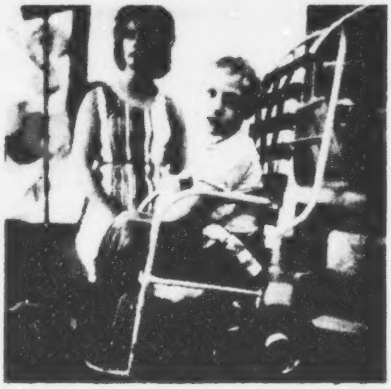


Hogg Chair

M, SH, L, E, PA

This chair is useful in the classroom and for transporting children who are non-ambulatory or need supported sitting. It comes in several sizes, has two seat belts, and also is available in a reclined model for children with less head and trunk control. It is lightweight, fits under a table, and can be carried in the trunk of a car. It may be useful for the young child too small for standard wheelchairs or the child not yet able to perform wheelchair maneuvering.

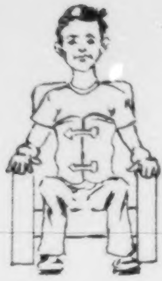
J. A. Preston Company, Hogg Chair Company



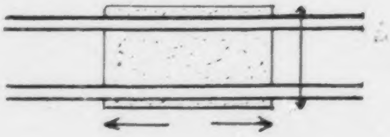
Trunk Tie

M, SH, L, E, PA

A trunk tie may be necessary to support some children in a regular arm chair or special chair. It should be fastened when the child's hips are well back in the chair. The trunk tie should be made of a double thickness of strong cotton fabric or canvas and webbing strapping. Quilt stitch a double thickness of fabric or canvas and stitch straps across full width of trunk piece for strength. The trunk tie may also be used as a groin strap with two straps under hips and two over.

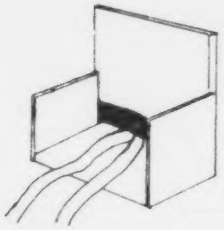


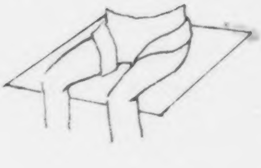
Homemade.

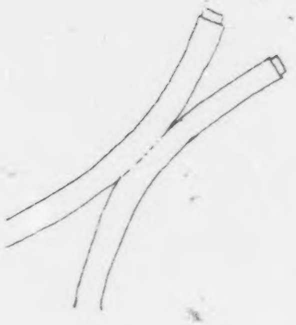


Y-Strap

M, SH, L, E, PA





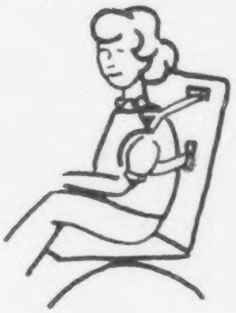


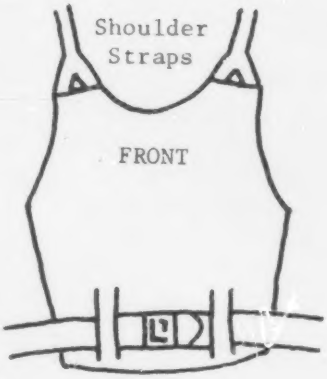
A Y-strap or groin strap may be useful when a child extends or stiffens his trunk, hips, and legs and it is difficult to keep his hips bent and back in the seat of the chair. The Y-strap is placed on the chair seat with the two ends brought up over the hips and fastened in back. This strap can be made of 1- or 1½-inch webbing stitched together at center. Buckles or sliding grips may be fastened at ends of the straps. Padding along the straps may be necessary.

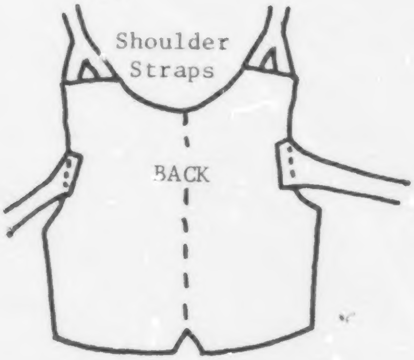
Homemade.

Trunk Jacket

M, SH, L, E, PA

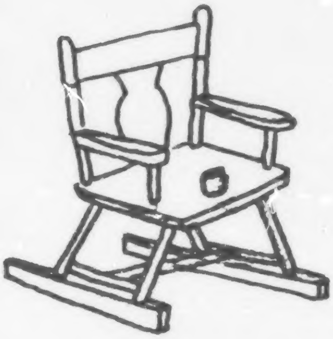






A trunk jacket may be necessary with a child who has very poor trunk control. Such a jacket may be purchased commercially or made at home from a double thickness of cotton fabric and 1-inch webbing. Two shoulder straps are sewed in shoulder seams and brought back through openings in chair and tied with back straps. Two back straps are attached at middle of armhole on back and brought back through openings in chair and tied with shoulder straps. Seat belt is passed through two slots on front of jacket. (From: Please Help Us Help Ourselves. Inexpensive Adapted Equipment for the Handicapped. Carol Nathan, Cerebral Palsy Clinic, Indiana University Medical Center, Indianapolis, Indiana.

Homemade or from Control Development Company.



Wooden Arm Chair with Abduction Block and Runners

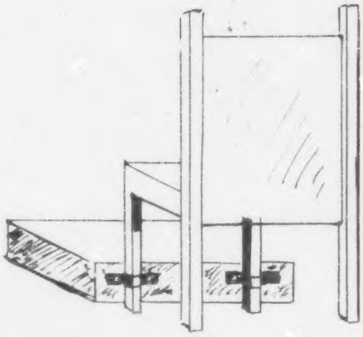
M, SH, L, E, PA

Simple armchairs may serve the needs of children with precarious sitting or those who need some support to perform fine hand skills adequately. These chairs may control children with short attention spans or those who are constantly moving. These chairs may be modified to solve sitting problems of some physically handicapped children. An abduction (spreader) block inserted in the chairseat between the knees may help keep legs spread, hips bent and back in seat, and assist trunk balance. Runners on the chair legs may help prevent tipping backward if child thrusts backward.

Wooden armchair from local suppliers and toy stores. Homemade adaptations See also Toddler Chair (wide-based armchair) from Community Playthings.

Benches for Chairs

M, SH, L, E, PA

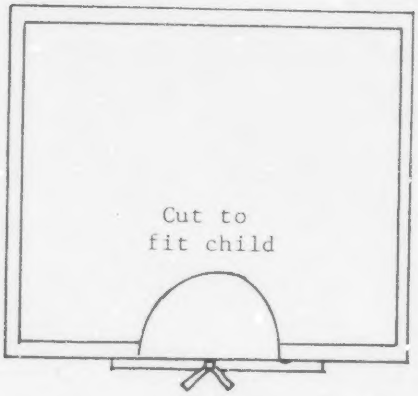


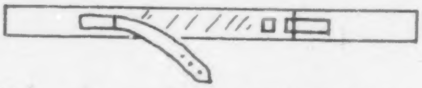
Dangling feet may interfere with sitting balance and fine hand skills as well as contributing to deformity in some physically handicapped children. Benches to support feet can be attached to chair legs with webbing. A simple cardboard box can also be used with insert holes for chair legs. The webbing straps at the back should be long enough to allow for chair legs of several sizes. Three-quarter-inch plywood is suggested for the bench.

Homemade (Manual of Cerebral Palsy Equipment) or from Preston Company.

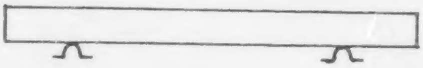
Cut-Out Tray

M, SH, L, E, PA





Side view - Strap and Buckle



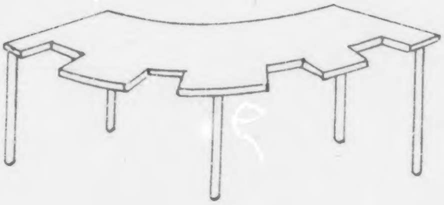
Side view - Broom Holders

When a physically handicapped child requires a special chair, a cut-out tray may enable him to use his hands better, especially if the table height is not appropriate to his individual needs. The tray may also contribute to his sitting control. The tray may be held on to the chair with buckle straps or ties (for chairs with flat metal arms), hooks and eyes (wooden arms), or broom holders (chairs with metal tubing arms--wheelchairs or Hogg chairs). Edges should have a raised lip to keep objects on the tray.

Homemade (from Manual of Cerebral Palsy Equipment) or from Preston Company.

Cut-Out Table

M, SH, L, E, PA



Cut-outs in a group table may assist better sitting and use of hands for some children.

Homemade (from Manual of Cerebral Palsy Equipment) or from Preston Company.

Kindergarten Chairs and Tables

M, SH, L, E, PA

Local nursery school supplier.

Rocking Chair

M, SH, L, E, PA

Local nursery school supplier.

Pretendo Multiplay Furniture (Cubes)

M, SH, L, E, PA

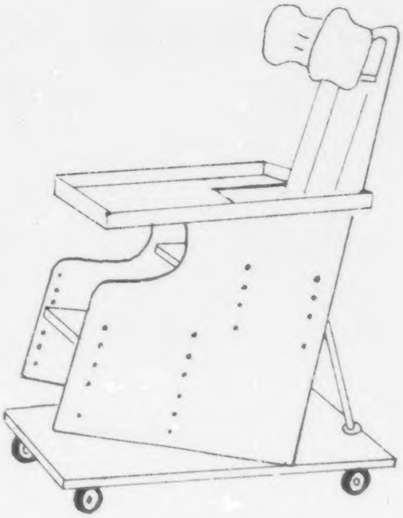
Local nursery school supplier.

Adjustable Cerebral Palsy Relaxation Chair

M, SH, L, E, PA

Children whose head and trunk control are more severely involved may require a wooden cerebral palsy relaxation chair. The physical or occupational therapist should be consulted in planning such a chair, and it may be constructed according to prescription or purchased. An adjustable model may be useful in fitting and exploring the needs of the child.

Homemade (Manual of Cerebral Palsy Equipment) or from Preston Company.



Wheelchairs

M, SH, L, E, PA

When a wheelchair is recommended, a low model is suggested so that the child can learn transfer and other self-help skills. Measurement and model specifications should be done by the physical or occupational therapist.

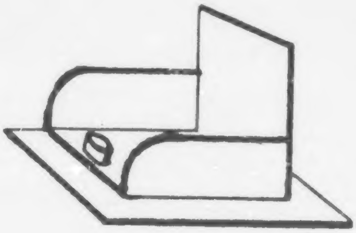
Preston Company, Everest and Jennings.

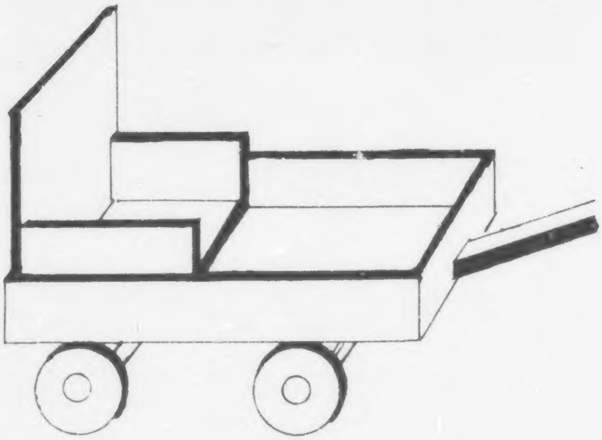
Floor Seat

M, SH, L, E, PA

A floor seat enables a child to sit on the floor with other children when sitting balance is inadequate without support or with legs in front. The child should have fair head control and the ability to sit up without tying him. If the chair is finished with outdoor varnish, it can be used in a wagon for transportation to the playground or therapy as well as in the sandbox or grass. The therapist can advise which model is best for a child and whether an abduction block is needed.

Preston Company.
Floor seat in sketch homemade. (See also Help Us Help Ourselves.)





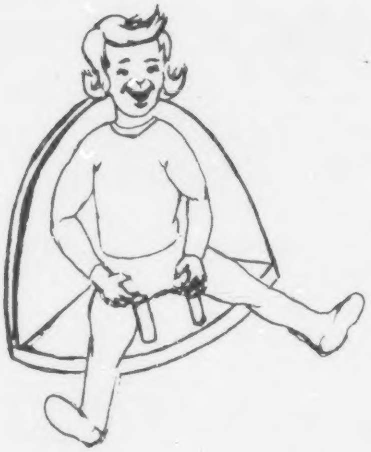
Floor Seat in Wagon

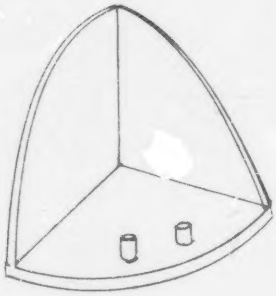
M, L, E

Homemade.

Quarter-Circle Floor Seat

M, SH, L, E, PA





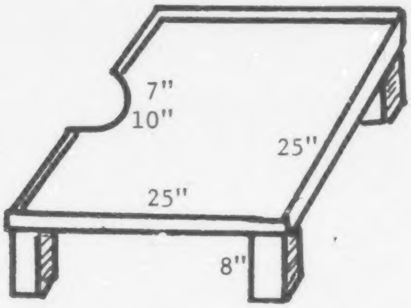
Homemade (from Handling the Young Cerebral Palsied Child at Home. Finnie)

Floor Table

M, L, PA, E

A floor table may be useful for manipulative or play activities when a child sits on the floor with a floor seat. The table should be approximately 25 inches square with a cut-out about 10 inches wide and 7 inches deep. A height of 8 inches is suggested but height may vary according to child's size. A slightly raised edge will help keep toys on table.

Homemade

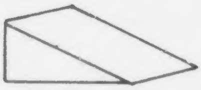


Bolster

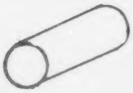
M, PA, SH, L, E

A bolster may be suggested for prone positioning during classroom activities for some children. Prone positioning may be indicated in preventing hip flexion deformities, to encourage development of head and trunk control as preparation for sitting and standing, or to enable certain children to use eyes and hands in a position with more normal tone for them.

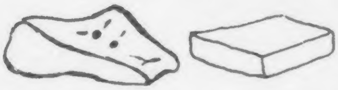
Homemade (from Handling the Young Cerebral Palsied Child at Home. Finnie) or commercially from department stores or mail order catalogs.



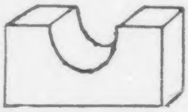
Wedge



Cylinder



Bed Backrest



Cut-out

Varied shaped bolsters may be recommended by the therapists to accommodate individual children. In general, foam rubber covered with a washable vinyl is suggested unless the therapist recommends a firm core of carpet tubing or wood.

Mat

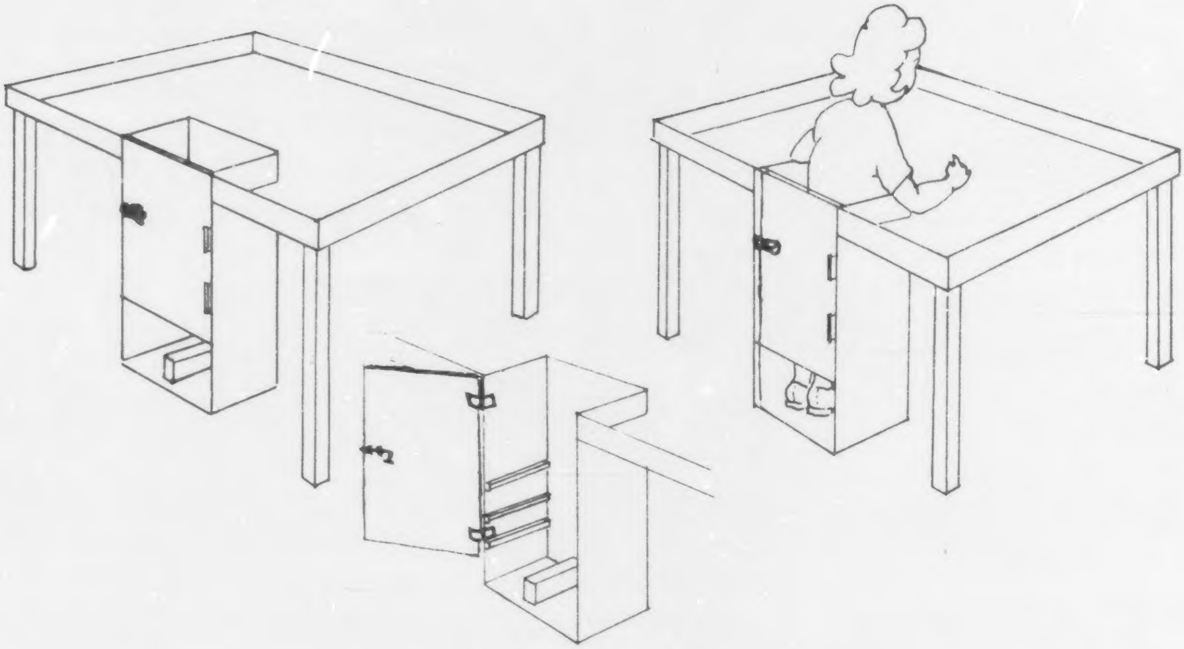
M, SH, L, E, PA

Available from Preston Company, Childcraft, Skill Development Equipment. Small mats are available from local nursery school suppliers.

Standing Table

M, SH, L, E, PA

A standing table may be prescribed for specific children for weight-bearing or for deformity prevention. The commercial model pictured has varied size "chimneys" with adjustable height floors to meet needs of different size children. A child should not be placed in a standing table without approval of the child's physician

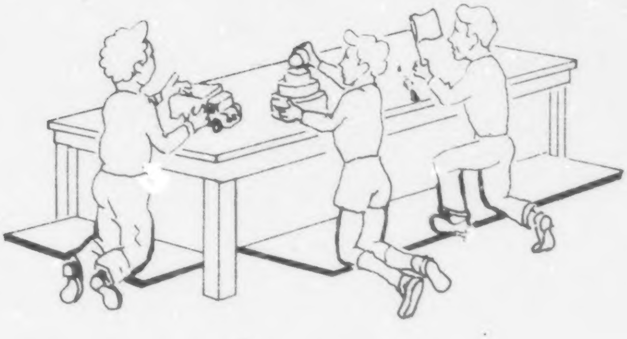


or therapist. A standing table can be made at home. The chimney should be mid-chest high and the table should be elbow high. However, several inches in width and depth may be allowed for growth and horizontal floor pieces may be placed in the chimney. The door is closed with a sliding bolt. Another bolt may be placed lower if the child might turn and open the top bolt. Upper edges of the chimney should be rounded off or padded. A rim around the outer edges of the table will prevent toys from falling off.

Preston Company or homemade (from Manual of Cerebral Palsy Equipment).

Kneeling Table

M, SH, PA, L, E



A kneeling play table with knee pads can provide a good place for block and car play and serve as a means of practicing trunk and hip balance. This also is a prescriptive activity and not desirable for some physically handicapped children.

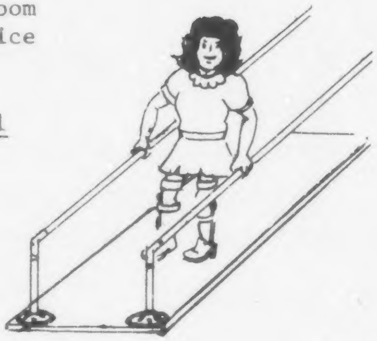
Homemade.

Parallel Bars

M, SH, L, E

When ambulation training in physical therapy involves use of parallel bars, placement of bars in classroom or gross motor play area enables additional practice under direction of the therapist.

J. A. Preston Corporation or homemade (from Manual of Cerebral Palsy Equipment).

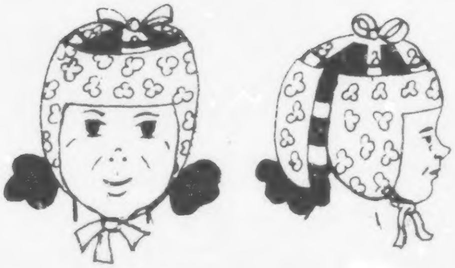


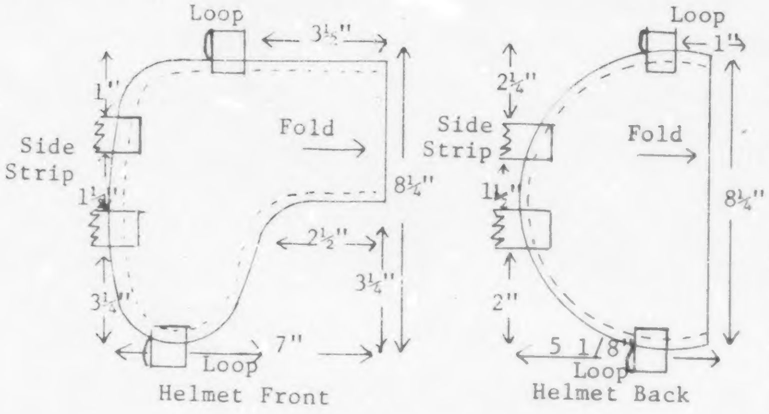
Protective Helmet

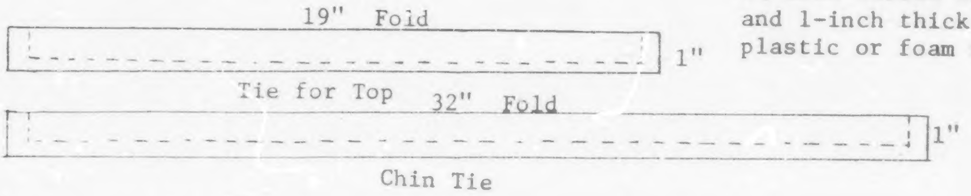
M, SH, E

A protective helmet may be indicated for some children who are able to move in their environment, pulling up and cruising, beginning crutch-walking, or those who fall easily. Some children may not require a helmet for classroom use where they have adequate sitting arrangements but they will need a helmet on the playground or on special outings.

A protective helmet can be made from colorful cotton fabric, 1 yard of 1¼-inch webbed elastic, and 1-inch thick foam plastic or foam rubber.




Loop
3½"
1"
Side Strip
Fold
8¼"
1¼"
2½"
3¼"
3¼"
7"
Loop
Helmet Front
Loop
1½
2¼"
Side Strip
Fold
8¼"
1¼"
2"
5 1/8"
Loop
Helmet Back


19" Fold
1"
Tie for Top
32" Fold
1"
Chin Tie

Pattern fits head from 19 to 26 inches.

Front and back pieces of the helmet should be cut on the fold of a double thickness of fabric. Cut foam to fit the inside seam. Make 8 elastic loops 2 inches long and 4 elastic side strips 2 inches long. Stitch two thicknesses of fabric with loops and side strips of elastic in seam. Leave seam open between notches. Turn right side out, press and put foam in place inside. Top stitch between notches. Cut tie 2 x 19 inches for top. Fold lengthwise, stitch and turn. Finished size 1 x 18 inches. Cut tie 2 x 32 inches for chin. Fold lengthwise, stich and turn. Finished size 1 x 31 inches. Put top tie through loops and tie in bow. Put chin tie through lower loops and tie.

From Please Help Us Help Ourselves, Carol Nathan; and Teaching the Mentally Retarded, Bensberg; J. A. Preston Corporation and Karoll's Inc.

LOCOMOTIVE SKILLS

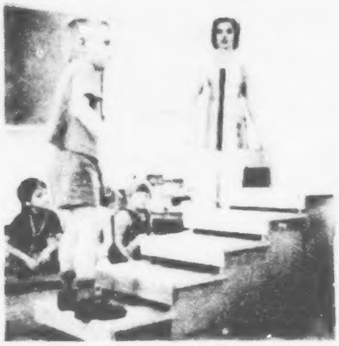
Cerebral Palsy Walkers

M, SH, E, L

J. A. Preston Company

Interlocking Climbing Stools

M, E, L



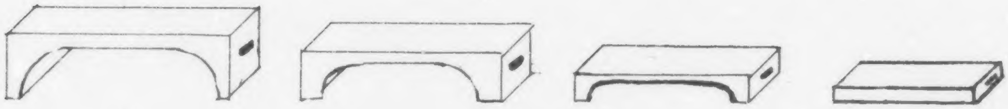
These interlocking stools are primarily useful in developing the balance, agility and eye-foot co-ordination needed for independence on stairs without rails. However, they can also be used in teaching language concepts such as "up" and "down," "high" and "low," and numbers. These stools can be used in the classroom or in a special gross motor area.

J. A. Preston Company or homemade (from A Manual of Cerebral Palsy Equipment).

Nested Benches

M, E, L

Nested benches can be utilized in the classroom as stairsteps, in perceptual-motor activities as stepping stones or boxes to step into, and in sitting balance practice. They can be large blocks in creative play. Concepts of "on," "in," "up," "down," and "jump" can be stressed also.



Nested benches can be made in a home workshop in sizes 16x20x8 inches, 14x18x6 inches, 12x16x4 inches, and 10x14x2 inches. The benches are cut from 3/4-inch plywood with handgrip slots at each end. The long sides of the two larger benches are cut out so that they can be used for mat tables. The benches should be painted in different collors--red, blue, yellow, orange, or white--for visual contrast.

J. A. Preston Corporation or homemade.

Three-Step Staircube

M, E, L

Constructive Playthings or homemade (from Manual of Cerebral Palsy Equipment)

Stairs with Rails

M, E, L

J. A. Preston Corporation or homemade (from Manual of Cerebral Palsy Equipment)

PLAY EQUIPMENT - BALANCE

Tip n' Rock Chair

M, E, SH, L

The Tip n' Rock Chair can be used to provide tactile-kinesthetic-vestibular input, for body perception and motor planning, and for practicing balance skills. Language concepts such as "sideways," "forward," "backward," "go," "stop," and "rock" can be taught.

Childcraft.

Saucer

M, E, L

The saucer can be rocked forward, backward, and sideways, spun around or turned upside down for "King of the Hill." It can be used for sensory input, body perception, motor planning, balance, and language concepts. Exploring movement and social interaction can also result.

Local nursery school suppliers.

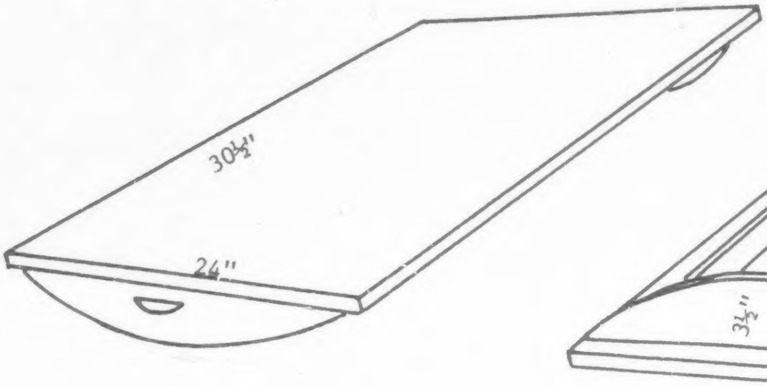
Rocking Board

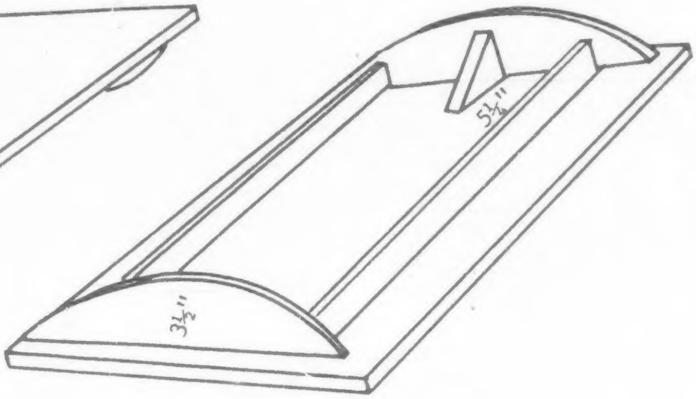
M, E, L

The child can be rocked on the rocking board or he can learn to rock himself in a variety of postures to provide sensory input, body perception, and motor planning activities. Carpeting can contribute to tactile input as well as making the board more comfortable. The rocking board can be used for both free play and directed activities.

A rocker can be made from 3/4-inch plywood with a handle cut out or attached at one end to help in carrying. Corners should be rounded to prevent injury to the child and corrugated rubber or plastic matting may be attached to keep board from being too slippery to stand on. Other possible coverings are carpeting or foam rubber covered with plastic or oilcloth. Suggested measurements are 30½x24-inch top, rocker 23½ inches long and 5½ inches high, 5½-inch triangular brace on two sides, cross braces 26 7/8 inches long and 3 3/4 inches high.

J. A. Preston Corporation, Constructive Playthings, local nursery school suppliers, or homemade.





Rocking Boat

M, E, L

Childcraft, local nursery school supplier.

Rocking Horse

M, E, L

Local nursery school supplier, toy store.

PLAY EQUIPMENT - LOCOMOTOR AGILITY

Indoor Play Gym

M, E, L

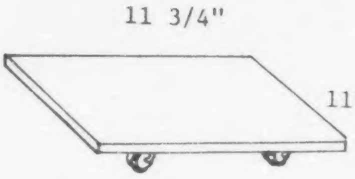
The indoor play gym can encourage strength, locomotor balance, and agility activities in climbing and sliding, body perception and motor planning. Language concepts can be directed or they may occur in exploratory activities.

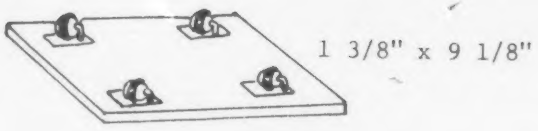
Local nursery school supplier, Childcraft, Constructive Playthings, Creative Playthings or homemade (from Manual of Cerebral Palsy Equipment).

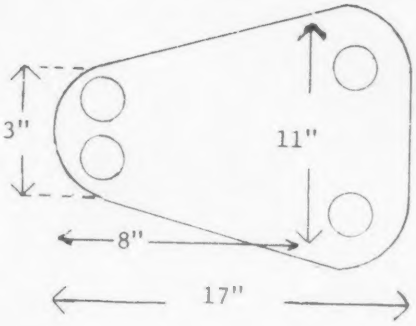
Scooter Board

M, E, L

The scooter board can help the child learn to move directionally in different positions, to execute obstacle courses, or to play ball. This board can be used to improve postural control and motor planning, visual-motor co-ordination and language concepts. A scooter board can be built in the home workshop using 3/4-inch plywood and four casters which turn freely in all directions. Diagrams for constructing a scooter board appear on the following page.







Commercially available from J. A. Preston Corporation, local nursery school suppliers. Homemade.

Tricycle

M, E, L

Toy Stores

Adapted Tricycle

M, E, L

J. A. Preston Corporation

Tricycle Adaptations

M, E, L

Riding a tricycle is a social skill enabling the child to succeed on the playground or in his neighborhood. Tricycle riding also helps coordination skills and aids the child in learning about space and direction. When the child is insecure in sitting, a "chair back" or trunk ring can be attached. When he cannot keep his feet on the pedals, adaptations may enable him to learn to pedal. Generally, the simple tire tube band will work to hold feet on the pedals. However, if there is much stiffness of muscles

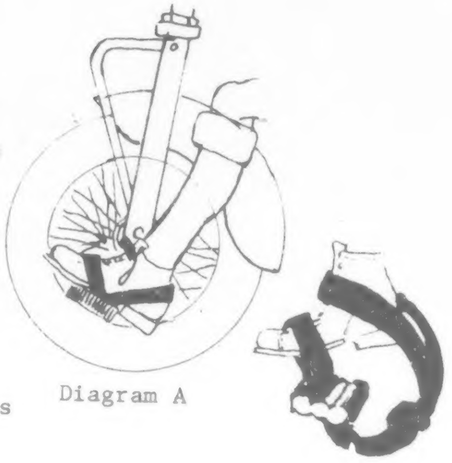
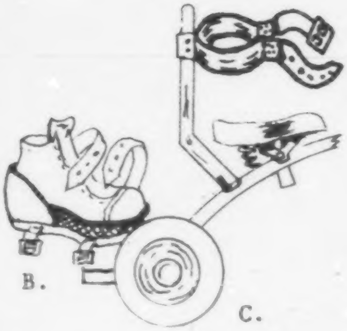


Diagram A

in the ankles, the attachment with heel stop and toe straps may be necessary. Diagram A shows rubber band from tire innertube in "figure 8" around shoe. As it goes through pedal, it can be twisted below to take up slack. The band also can be brought up through pedal. The pedal attachment in Diagram B can be purchased from the J. A. Preston Corporation or made at home. Metal, leather, or plastic may be used for heel guard. Diagram C shows a trunk support which can be attached to tricycle. This is available from the Preston Corporation.



J. A. Preston Corporation, or homemade (from *Handling the Young Cerebral Palsied Child at Home*, Finnie; *Teaching the Mentally Retarded*, Bensberg; and *Help Us Help Ourselves*, Nathan.)

Kiddie Car Type Riding Toys

M, E, L

These include the Ride 'em Car, Moon Buggy, and Ride 'em Horse.

Childcraft, local nursery school suppliers.

Walker Wagon (Push Scooter)

M, E, L

J. A. Preston Corporation, Creative Playthings, local nursery school suppliers.

Circular Scooter

M, E, L

J. A. Preston Corporation

Wheelbarrow

M, E, L

J. A. Preston Corporation, local nursery school suppliers.

Scooter

M, E, L

Childcraft, local nursery school suppliers.

Multi-Purpose Play Angle Set (Build and Play Triangle Set)

M, E, L

J. A. Preston Corporation

Climbing Rack (Climbing Fence)

M, E, L

Childcraft Education Corporation, local nursery school suppliers, Community Playthings.

Walking Boards

M, E, L

Childcraft Education Corporation, J. A. Preston Corporation, local suppliers.

Bouncing Board

M, E, L

J. A. Preston Corporation, Constructive Playthings.

Pre-School Trampoline

M, E, L

J. A. Preston Corporation

Swings (chair or plastic), Gliders

M, E, L

Playtime Equipment (wood and canvas), local suppliers.

Slides

M, E, L

Local nursery school suppliers.

Pull and Push Toys

M, E, L

Local supplier, toy stores.

Wagons

M, E, L

Childcraft Education Corporation, local suppliers.

Indoor Jungle Gym (Step n' Slide)

M, E, L

Local suppliers, toy stores, Sears Roebuck Company.

Geometric Forms

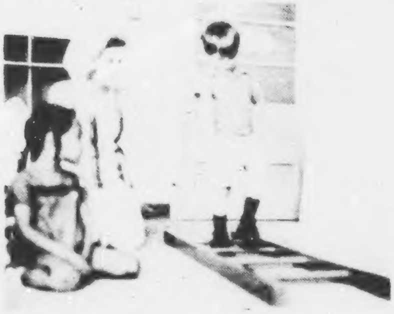
M, E, L, PA

Locomotor balance and agility and eye-foot coordination can be practiced on these geometric forms. These activities contribute to stair-climbing skills, impulse control, learning about space and direction, and form perception. Stepping stones also can be made of carpet samples.

J. A. Preston Corporation.

Floor Ladder

M, E, L



Balance, agility, eye-foot coordination, impulse control, and language concepts of "over," "in" can be practiced. The challenge can be increased by setting the ladder upon blocks.

J. A. Preston Corporation or homemade.

Non-Skid Footprints

M, E, L

J. A. Preston Corporation.

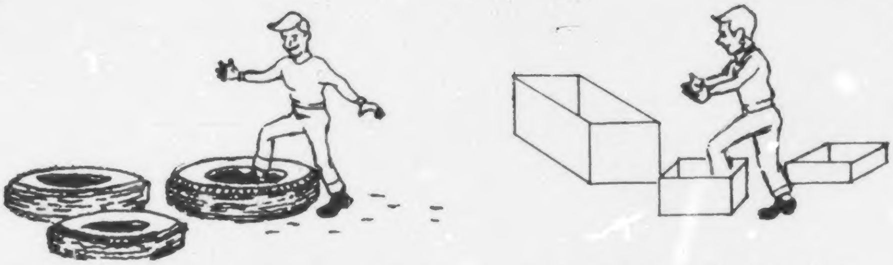
Plastic Hula Hoops

M, E, SH, L

Childcraft Education Corporation, J. A. Preston Corporation.

Tires and Boxes

M, E, SH, L



This improvised equipment can help the child improve eye-foot coordination and balance. The tires can be painted different colors. The boxes are ordinary cardboard cartons.

Homemade.

THROWING AND CATCHING

Bean Bags

M, E, L, SH

J. A. Preston Corporation, Childcraft, Constructive Playthings.

Judy Clown Bean Bag Game

M, E, L, SH

Local nursery school supplier.

Balls (varied sizes)

M, E, L, SH

Included should be a texture ball available from Creative Playthings, a clutch ball available from Constructive Playthings,* and a bell ball. Ordinary balls are available from the Preston Corporation as well as local nursery school suppliers.

* Audi-Ball - Constructive Playthings

Ring Toss

M, E, L, SH

Constructive Playthings, Childcraft, J. A. Preston Corporation.

Rubber Horseshoe Set

M, E, L, SH

J. A. Preston Corporation, Childcraft.

Punch-A-Ball

M, E, L, SH

Toy stores.

Balloons

M, E, L, SH

Dime stores.

SELF-HELP

Fine Motor and General Self-Help

Items of equipment included in this self-help section are things helpful in working with fine motor problems and growth, or for compensating for a fine motor handicap. This equipment includes such things as adaptations for pencils, special scissors, etc. The basic motor skills that this equipment deals with relate to the skills in the fine motor section of the Developmental Checklist. These include such skills as cutting, holding pencil and crayon, fine prehension, controlled release, bilateral coordination, etc.

GENERAL EYE-HAND COORDINATION

Pegboards, Construction Pipes, Dominoes

SH, PA, L

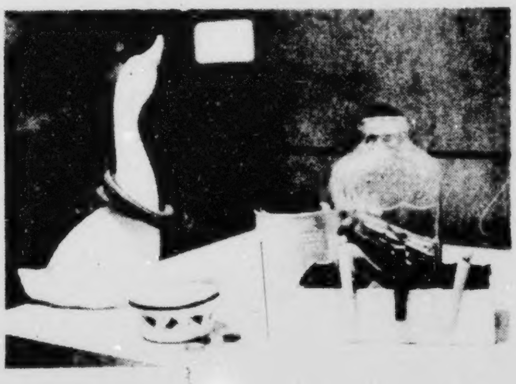
Toys such as pegboards of varying sizes can help in the development of eye-hand coordination, fine grasp needed for self-help skills, as well as many pre-academic activities. Toys such as the pipe construction set are useful in development of bilateral coordination or using the two hands together.

Homemade Toys

SH, PA, L

Many toys can be made for fine motor and eye-hand coordination. Clothespins can be placed in the can, on the rim, or matched to the color on the can. Cans may be nested or stacked. Buttons can be put in slots cut in the plastic top of a coffee can. Ring and peg toys can be improvised with a number of existing toys.

Homemade, local stores.



Button Box

SH, PA, L

This button box has buttons of different sizes and colors attached with string to slots of corresponding size and color. Play with this article encourages fine motor and visual-perceptual skills, and demonstrates the concepts of "in" and "through"--which all contribute to dressing readiness skills.

Homemade.

Playskool Stacking Circles

SH, PA, L

Constructive Playthings, toy stores, local nursery school suppliers.

Graded Cylinder Blocks

SH, PA, L

Constructive Playthings, toy stores, local nursery school suppliers.

Nesting and Stacking Early Learning Kit (Pyramids, Barrels, Cups)

SH, PA, L

Creative Playthings.

Learning Tower

SH, PA, L

Childcraft.

Playdoh

SH, PA, L

Toy stores, local nursery school suppliers.

Barrel of Monkeys (large and small)

SH, PA, L

Toy stores.

Bill Ding

SH, PA, L

Local nursery school suppliers, toy stores.

Kitten in the Kegs

SH, PA, L

Childcraft, toy stores.

Poppit Beads

SH, PA, L

Toy stores.

Bolts n' Nuts

SH, PA, L

Local nursery school suppliers, toy stores.

Pounding Bench

SH, PA, L

Childcraft, local nursery school suppliers, toy stores.

Mechanic's Bench

SH, PA, L, E

Childcraft, local nursery school supplier, toy stores.

Pegboards (large and small)

SH, PA

Local nursery school suppliers, toy stores.

Beaded Pegs and Board

SH, PA

Childcraft.

Tactilmat Pegboards

SH, PA

Homemade (from Manual of Cerebral Palsy Equipment), Constructive Playthings.

Crystal Climbers

SH, PA, L

Childcraft, Constructive Playthings.

Plumbing Pipe Construction Set

SH, PA, L, E

Constructive Playthings, homemade.

Jumbo Lego Bricks

SH, PA, L, E

JUMBO BRICK

Eye-hand coordination and bilateral coordination skills are involved in block construction activities. These activities also offer an opportunity for social development in parallel or cooperative play.

Childcraft.

Lego School Set

SH, PA, L, E

Childcraft, toy stores, local nursery school suppliers.

Lincoln Logs

SH, PA, L, E

Toy stores, Constructive Playthings.

Tinker Toys

SH, PA, L, E

Childcraft, toy stores, local nursery school suppliers.

Wooden Blocks

SH, PA, L, E

Local nursery school suppliers, toy stores.

Large Cardboard Blocks

SH, PA, E, L

Local nursery school suppliers.

Large Beads for Stringing

SH, PA, L

In addition to eye-hand and bilateral coordination, bead-stringing involves spatial concepts, and provides opportunity for building auditory and visual sequential memory span. Adding a bead can also be used as positive reinforcement.

Local nursery school suppliers, toy stores.

½-Inch Stringing Beads

SH, PA

Childcraft, local nursery school suppliers, toy stores.

Lace-On Pictures

SH, PA

Local nursery school suppliers.

Threading Block

SH, PA

Childcraft.

WRITING AND CUTTING

Hand Splint Crayon Holder

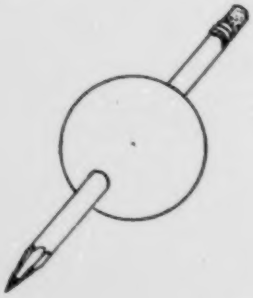
SH, PA, E, L

The child with cerebral palsy or other physical handicaps may have difficulty using regular writing equipment. The occupational therapist can help explore possible adaptations. Hand splints such as that in the picture above can be fabricated from plastic splinting materials or plastic containers.

Homemade (from Manual of Cerebral Palsy Equipment, Help Us Help Ourselves, and Self-Help Devices).

Ball and Pencil

SH, PA, E, L



Some children are able to grasp a pencil inserted through a rubber ball or to use crayons in a special crayon holder. A number of adaptations are described in the Manual of Cerebral Palsy Equipment, Help Us Help Ourselves, and Self-Help Devices.

Homemade.

Tracing Stencils

SH, PA, E, L

Constructive Playthings.

Left-Handed Scissors

SH, PA, E

Childcraft, Constructive Playthings

Dual-Loop Scissors

SH, PA, E

J. A. Preston Corporation

Regular Scissors

SH, PA, E

Local nursery school suppliers.

DRESSING

Zipper Vest and Dressing Boards

SH, E, L

The fine-motor skills needed for dressing can be practiced with dressing boards and dress-up clothes such as this zipper vest. Language concepts such as "open" and "close," "in" and "out," "up" and "down," "zip" and "button" can be learned. The dressing vest and learning-to-dress boards both are available from local nursery school suppliers. The dressing board also is available from Childcraft and Constructive Playthings.

Dressy Bessy, Mr. Bear

SH, E, L

Dressing dolls provides opportunity to practice dressing skills such as buttoning, tying and zipping as well as "playing house."

Constructive Playthings.

Dressing Dolls (Lucy Mae and Dapper Dan)

SH, E, L

Constructive Playthings, local nursery school suppliers.

Helpmates (clothing skills)

SH, E, L

Constructive Playthings.

All by Himself (cloth book for lacing, etc.)

SH, E, L

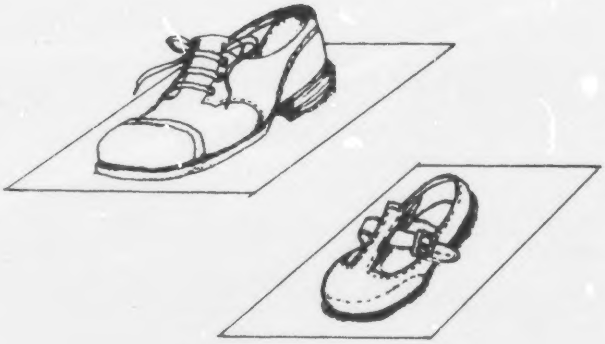
Local nursery school suppliers.

Lacing Shoes and Buckle Shoes

SH, E, L

In addition to commercial lacing shoes, regular shoes can be mounted on plywood for practice in dressing skills.

Local nursery school suppliers, toy stores, homemade.



Adapted Clothing for Dress-Up Games

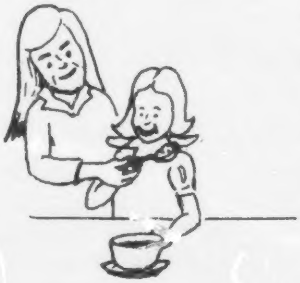
SH, E, L

This clothing can include stockinette tubing, pants and skirts with elastic waists, and shirts and vests with large buttons.

FEEDING

Assisted Feeding

SH, E, L



Methods of feeding handicapped children or teaching children to feed themselves are described in Teaching the Mentally Retarded by Bensberg and in Handling the Young Cerebral Palsy Child at Home by Finnie. Guidance by the occupational therapist will help in analyzing the problem and determining the method of assistance.

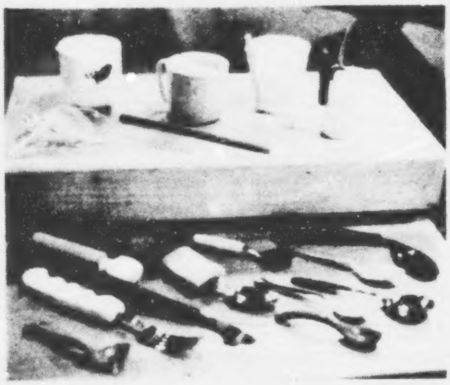
Fork, Knife and Playdough

SH, E, L

The bilateral coordination and motor planning needed for feeding skills using regular silverware can be practiced in imaginative play activities such as cutting playdough where stress is less than at the mealtime situation.

Special Feeding Equipment

SH, E, L



Special equipment for drinking or eating may be indicated for some children with physical handicaps or special problems. This equipment can often be improvised as well as obtained commercially. The occupational therapist can help in adapting equipment.

Occupational or physical therapy consultation, the Preston Corporation, or homemade (from Please Help Us Help Ourselves by Nathan, Teaching the Mentally Retarded by Bensberg, and Handling the Young Cerebral Palsy Child at Home by Finnie.)

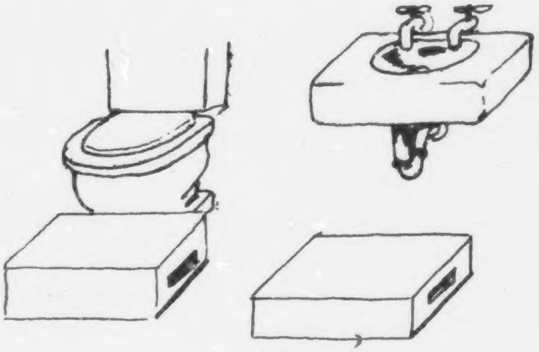
BATHROOM FACILITIES

Benches for Bathroom Use

SH, E, L, M

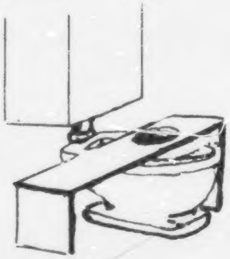
Benches or stairsteps by the bathroom sink and stool can assist the youngster in learning self-help skills. The child will feel more secure with feet supported and may often be assisted in stepping up to the bathroom stool or sink rather than being lifted by the teacher.

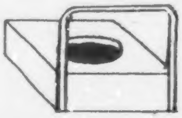
Homemade, department stores, J. A. Preston Corporation.



Bench Seats for Bathroom Stool

SH, E, L, M





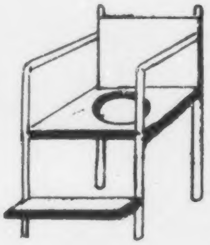
Seat modifications may be indicated for some physically handicapped children and guidance in determining these modifications can be given by the occupational or physical therapist. Children who have some sitting balance but are precarious on a regular toilet seat may be more secure with a bench-type seat. An extension to one side may be convenient in learning to transfer from a wheelchair.

Homemade (from Self-Help Devices).

Commode Seat

SH, E, L, M

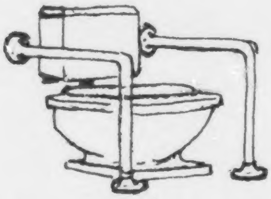
Commode seats to fit over a toilet seat or with an insert can be built in an appropriate size for children or purchased commercially in an adult size. A bar in front and a foot support will help the child to balance and feel secure. (Adjustable height 18-22 inches.)



Everest and Jennings, American Wheelchair Company, Sears Roebuck Company, or homemade (from Handling the Young Cerebral Palsy Patient at Home).

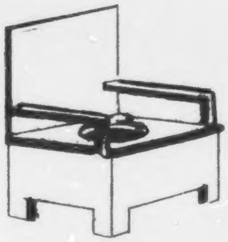
Toilet Frame and Wall Bars

SH, E, L, M



Wall bars or a toilet frame may be helpful for the child who sits fairly well and can stand and grasp the bars.

J. A. Preston Corporation.

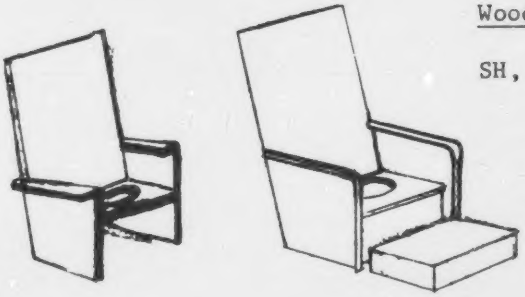


Infant Floor Training Chair

SH, E, L, M

A floor training chair may be the most secure for the younger child. A front tray or bar for grasping can be added.

Department stores, Sears Roebuck Company.



Wooden Relaxation Chair Seats

SH, E, L, M

Some cerebral palsied children may require modified relaxation chairs similar to those they use for other purposes. They may require a bar or tray in front, an abduction block between the knees to spread the legs, and a footstool.

Homemade (from Manual of Cerebral Palsy Equipment

LANGUAGE

Receptive and Expressive

Listed under this heading are but a few of the many materials available for language development. Many more ideas are available from speech therapists, state schools for the deaf, local programs for the education of the deaf, and a number of language programs developed under the auspices of the Bureau for Education of the Handicapped.

Drum

L, E

The drum can be used for auditory training or rhythm discrimination activities and developing vibratory sensation. Rhythm instruments and movement activities to music may be used for auditory training, body perception and language activities.

Local nursery school suppliers, homemade (from Help Us Help Ourselves).

Piano

L, E, PA

Record Player and Records

L, E, M, SH, PA

Nursery school suppliers, department stores.

Assorted Noisemakers

L, E, PA

Dime stores.

Cassette Tape Recorder

L, E, PA

Rhythm Band Instruments

L, E, PA

Plastic Containers Filled with Seeds, Salt, Shot, etc.

L, E, PA

Homemade.

Lollipops

L, SH, E

Dime store.

Soap Bubbles

L, SH, E

Pinwheels

L, SH, E

Dime store.

Whistles

L, SH, E

Dime store.

Feathers

L, SH, E

Dime store.

"Goodie Box"

L, PA, E

A collection of common toys and objects is useful in informal diagnostics, auditory discrimination, and language stimulation activities.

Dime store.

Bobo the Clown

L, E, SH, PA

Bobo the Clown is useful in expressive speech stimulation. He pops out when his name is called.

Toy stores.

Puppets

L, E, PA, SH

Hand and finger puppets are used for stimulation of expressive speech, body perception and imaginative play.

Toy stores, local nursery school suppliers.

Wedgie Wood Play People

L, E, PA

Constructive Playthings, local nursery school suppliers.

Zoo and Farm Animals

L, E, PA

Local nursery school suppliers.

Telephone

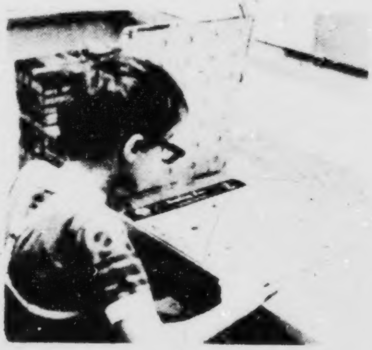
L, E, SH, PA

Toy stores.

Talking Doll

L, E

Toy stores.



Word-Meaning Puzzle
(Ben-G Reading Readiness Puzzles)

Materials such as the Reading Readiness puzzles are used in pre-academic activities and language development.

Childcraft, Constructive Playthings.

Peabody Language Development Kit

L, PA, E

American Guidance Service.

Judy Story Sets

L, PA

Local nursery school suppliers.

Association, Manual Expression, Spatial Relations, and Sequential Picture Cards

L, PA

Developmental Learning Materials.

Opposite Puzzles and Sequence Puzzles

L, PA

Local nursery school suppliers.

Judy's See-Guess Puzzle

L, PA

Local nursery school suppliers.

Instructo Categorization Game

L, PA

Local nursery school suppliers.

Instructo Discovering Opposites Kit, Let's Learn Sequence Kit, Home and Family Kit, and Seasons Kit

L, PA

Local nursery school suppliers.

Dilly Dots

L, PA

171 Meadow Brook Road
Englewood, New Jersey

Farm Lotto, See and Say Lotto, Go-Together Lotto, What's Missing

L, PA

Homemade (from Manual of Cerebral Palsy Equipment), local nursery school suppliers, Childcraft.

Picture/Word Concepts Series

L, PA

Constructive Playthings.

Instructo Flannelboard Sets

L, PA

These include Beginning Sounds, Opposite Concepts, Rhyming Pictures, Color Recognition, and Classification

Local nursery school suppliers.

Books of Common Pictures

L, PA, E

Toy stores, book stores, local nursery school suppliers.

Dr. Seuss Books

L, PA, E

Bookstore.

Best Word Book Ever
by Richard Scary

L, PA, E

Bookstore.

Communication Board

L, PA, E, SH

A communication board can be designed to meet individual needs, providing a visual-motor means of expressive communication for severely involved cerebral palsied children. This may contribute to social-emotional growth as well as helping with practical problems of daily care.

Homemade.

Viewcom Patient Communicator

L, PA, E, SH

J. A. Preston Corporation

Phonic Ear

L, PA, E

H. C. Electronics, Incorporated

Hearing Aid Harness

L, E, SH

Hearing aid harnesses can be made of colorful fabric to match the child's clothing and thus contribute to the child's feelings about himself as well as helping him learn dressing skills and management of his hearing aid.

Homemade.

EMOTIONAL-SOCIAL

Social and Body Awareness

Some gross motor play equipment is included here to emphasize the importance of early tactile-kinesthetic-vestibular sensations in learning about one's body and surrounding environment. Also listed is other equipment which emphasizes tactile awareness and beginning manual discrimination; these are important for body perception activities and are prerequisites to dressing readiness skills and fine motor development.

Rolling Barrel

E, M, L, SH

Activities with gross motor equipment, such as rolling in the barrel, can provide tactile, kinesthetic, and vestibular experiences important in the development of body perception and motor planning. The child learns how to relate his body to space and to make something happen. These activities also provide opportunities for social interaction and language concepts.

Homemade (fiber packing barrel).

Tunnel of Fun

E, M, L, SH

Childcraft.

Crawl-Through Play Cube

E, M, L, SH

Playtime Equipment.

Large Vinyl Ball and Cage Ball

EM, M, L, SH

Another activity, rolling over large balls also provides tactile, kinesthetic and vestibular sensations important in development of body perception and motor planning. The therapist can demonstrate specific activities with a ball to help develop upright posture and balance. The big balls are fun also for beginning ball play activities and language concepts such as "roll" and "push."

J. A. Preston Corporation, Skill Development Equipment.

Texture Blocks

E, L, SH

Texture blocks can be used to give the child varied tactile experiences with his hands and to assist with beginning discrimination skills. Language concepts such as "rough" and "smooth" can be taught. Tactile discrimination is necessary for development of fine hand functions.

Homemade.

Feel and Match Materials

E, L, SH

Playtime Equipment, local nursery school suppliers, homemade.

Feel and Match Thicknesses and Textures

E, L, SH

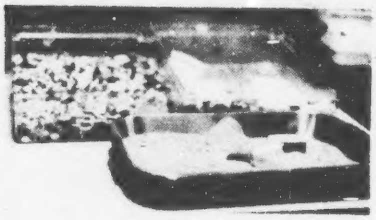
Constructive Playthings.

Pans of Beans, Sand and Water

E, L, SH

Varied sensory experiences are provided by play with beans, seeds, sand, or water. In addition to larger sand and water tables, it may be practical to offer these experiences in smaller containers at times. Bilateral coordination, self-help and fine-hand skills, and pre-academic skills can be practiced in various pouring, scooping, fine grasping and sorting activities.

Homemade.



Sand and Water Table

E, L, SH

Local nursery school suppliers, Childcraft.

Martian Canals (cut out sand and water table)

E, L, SH

J. A. Preston Corporation.

Sand Toys

E, L, SH

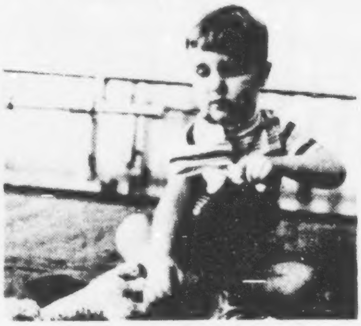
Toy stores, local nursery school suppliers.

"Feelie" Collection

E, L, SH

A collection of varied, interestingly textured toys and household objects such as the porcupine ball or a common pan scrubber can help youngsters gain beginning awareness of how things feel. "Feelie" books and picture scrapbooks also can provide varying tactile experiences and language associations.

Homemade, dime store, Constructive Playthings, Creative Playthings.



"Feelie" toys also can be used in activities such as the game in the photo at right in which the toy is hidden in the child's clothing to develop awareness of different parts of his body and his ability to localize tactile stimuli and to motor plan to find or remove the toy. This prepares the child for dressing skills and helps him develop language associations such as "under my shirt," "on my arm," etc.

Yarn Around Body Parts

E, SH, M, L

Unwinding brightly colored heavy yarn can develop body perception, motor planning, and spatial concepts needed for dressing readiness and language concepts. Yarn also can be used in various obstacle course games designed to enhance body perception, visual following, balance, and agility skills.

Dime store.

Shaving Soap

E, SH, L, M

Shaving soap can be used as fingerpaint and for body perception activities involving sensuous awareness of texture, parts of the body, or role playing such as "shaving" with a piece of cardboard.

Drug stores, department stores.

VISUAL IMAGERY

Large Mirrors

E, SH, L

J. A. Preston Corporation, local nursery school suppliers.

Small Wood and Metal Mirrors, Bendable Mirrors

E, SH, L

Creative Playthings.

Large Cut-Outs with Cloth

E, SH, L

American Guidance Service

Large Body Puzzle

E, SH, L

Local nursery school suppliers.

Instructo Flannelboard Sets (Learning About Myself, Fun with Faces)

E, SH, L

Local nursery school suppliers.

Body Concept Ditto Masters

E, SH, L

Local nursery school suppliers.

Ideal Duplicator Activity Books for Perceptual Development Sets (Body Image and Laterality, Directionality and Spatial Relationships)

E, SH, L, FA

Local nursery school suppliers.

ROLE PLAY

Doll House, Furniture and People

E, SH, L

Childcraft, Creative Playthings, local nursery school suppliers.

Wooden Kitchen Set

E, SH, L

Childcraft, local nursery school suppliers

Table and Chairs

E, SH, L, M

Local nursery school suppliers.

Doll Furniture

E, SH, L

Local nursery school suppliers

Play Dishes, Pots and Pans

E, SH, L

Local nursery school suppliers

Play Food

E, SH, L

Local nursery school suppliers.

Dolls and Doll Clothes

E, SH, L

Toy stores, local nursery school suppliers.

Iron and Ironing Board

E, SH, L

Local nursery school suppliers.

Mops, Brooms, Dustpan

E, SH, L

Local nursery school suppliers.

Dress-Up Clothes

E, SH, L

Dress-up clothes are fun for role-play, imaginative play and language concepts and to help develop dressing skills.

Box of Hair Dressing Equipment

E, SH, L

Homemade.

Assorted Hats

E, SH, L

Childcraft.

Doctor or Nurse Kits

E, SH, L

Local nursery school suppliers.

Tool Set

E, SH, L, PA

Local nursery school suppliers.

Large Wooden Ride-On Vehicles
(trucks, tractors, etc.)

E, SH, L

J. A. Preston Corporation, local nursery school suppliers.

Large Metal Trucks, Grader, Bulldozer, Fire Engine

E, SH, L

Local nursery school suppliers, toy stores.

Medium and Small Cars and Trucks

E, SH, L

Toy stores, local nursery school suppliers.

Toy Service Station

E, SH, L

Toy stores, local nursery school suppliers.

Wooden Train

E, SH, L

Toystores, local nursery school suppliers.

FEELINGS

Instructo Set (Understanding My Feelings)

E, L

Local nursery school suppliers.

Bobo Punching Clown

E, M

Toy stores, local nursery school suppliers.

Boxing Sock-It Bag

E, M

Childcraft, J. A. Preston Corporation.

PRE-ACADEMIC

Memory and General Information

Toys and equipment placed in the pre-academic area emphasize visual perception and concepts of size, form, color, and number. Most of these are regular nursery school activities.

VISUAL-MOTOR - PUZZLES

Perception Puzzles

PA, SH, L, E

Childcraft.

Pyramid Puzzles

PA, SH, L, E

Local nursery school suppliers.

Developmental Learning Material Puzzles

PA, SH, L, E

Local nursery school suppliers.

Simplex Puzzles

PA, SH, L, E

Local nursery school suppliers.

Judy Puzzles

PA, SH, L, E

Local nursery school suppliers.

Playskool Canister and Puzzles

PA, SH, L, E

Local nursery school suppliers.

Push-Out Round Rubber Puzzles

PA, SH, L, E

Local nursery school suppliers.

Playskool Puzzle Plaques

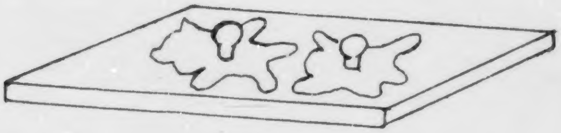
PA, SH, L, E

Local nursery school suppliers.

Developmental Learning Material Size and Shape Puzzle

PA, SH, L

Local nursery school suppliers.



Knob Puzzles

PA, SH, L, E

Knob puzzles may be easier to manage for some physically handicapped children who lack fine grasp. These can be purchased commercially or adapted with spools or other knobs. The child can then experience the visual perceptual and language aspects of puzzle play.

Childcraft, homemade (from Manual of Cerebral Palsy Equipment.)

VISUAL MOTOR - MANIPULATION

Rubber Parquetry and Number Toy

PA, SH, L, E

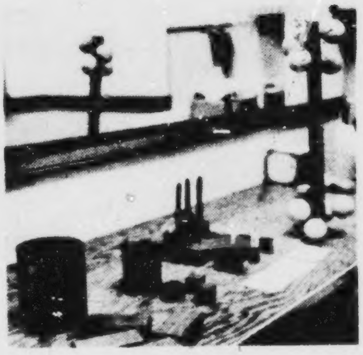
The child can learn about shape, size, color and numbers with equipment such as the parquetry sets and number concept sets.

Constructive Playthings, local nursery school suppliers, toy stores.

Big and Little Blocks, Counters on Pegs, etc.

PA, SH, L, E

Homemade toys, such as those in the photo at right, can be improvised to teach concepts and for auditory training--loud (big) sounds, soft (small) sounds. These toys can include big and little blocks, counters on pegs, and painted cans for sorting.



Homemade.

Fit-A-Space

PA, SH, L

Local nursery school suppliers.

Fit-A-Shape

PA, SH, L

Local nursery school suppliers.

Simplex Shape Box

PA, SH, L

Local nursery school suppliers.

Tupperware Ball

PA, SH, L

Tupperware Company

Sorting Box

PA, SH, L

Childcraft, Constructive Playthings, Creative Playthings, homemade (from Help Us Help Ourselves.)

Color Cubes

PA, SH, L

Toy stores, local nursery school suppliers.

Montessori Cylinders

PA, SH, L

J. A. Preston Corporation, Constructive Playthings, local nursery school suppliers.

Stencils
(Developmental Learning Materials, Ideal)

PA, SH, L

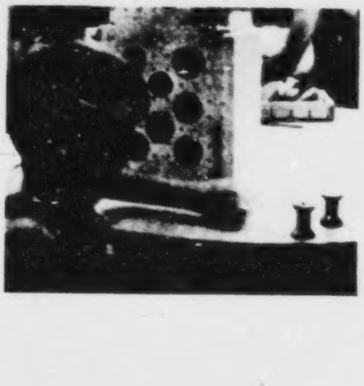
Local nursery school suppliers.

Spool Box

PA, SH, L

This homemade spool box is useful in learning about shapes and in developing eye-hand coordination. Color matching may be taught with this toy if spools and rims around the holes are painted.

Homemade.



Ideal Formboard Animals

PA, SH, L

Local nursery school suppliers.

Formboards (circles, squares, and triangles)

PA, SH, L

Creative Playthings, homemade (from Manual of Cerebral Palsy Equipment).

Playskool Shape Rack

PA, SH, L

Constructive Playthings, toy stores.

MAKING THINGS HAPPEN

Inclined Plane

PA, SH, L, E

Toys such as the inclined plane are useful in establishing eye-hand coordination, and feelings of causing something to happen as well as developing language concepts such as "down," "roll," etc.

Constructive Playthings.

Surprise Box

PA, SH, L, E

Local nursery school suppliers.

Giant Super Magnet

PA, SH, L, E

Local nursery school suppliers.

TOYS TO ATTRACT EYES

High Intensity Lamp

PA, SH, L

A high intensity lamp beamed on a toy or object may help focus and extend visual attention of a child with visual deficit and brief attention span.

Department stores.

Three-Color Flashlight

PA, SH, L

Hardware store, local nursery school suppliers.

Inflatable Toys with Bells Inside

PA, SH, L

Toy stores.

Perception Cylinders

PA, SH, L

Creative Playthings.

Magiscope

PA, SH, L

Creative Playthings.

Lite-Brite

PA, SH, L

Toy stores.

Tripod Magnifier

PA, SH, L

Childcraft, Creative Playthings, local nursery school suppliers.

VISUAL PERCEPTION

Instructo Matchettes (Seasons Kit, Color Recognition Kit)

PA, SH, L

Local nursery school supplier.

Picture Dominoes

PA, SH, L

Local nursery school suppliers.

Jumbo Color Dominoes

PA, SH, L

Local nursery school suppliers.

Developmental Learning Material-Color, Shape, Number Matching Boxes

PA, L

Local nursery school suppliers.

Developmental Learning Material Spatial Relations Cards

PA, L

Local nursery school suppliers.

Developmental Learning Material Position in Space (shape constancy, figure-ground)

PA, L

Constructive Playthings.

Instructo Color Recognition

PA, L

Local nursery school suppliers.

Matching Picture Folders

PA, L

Local nursery school suppliers.

Lotto Shape Set

PA, L

Constructive Playthings.

Visual Perception Clown

PA, L

Homemade (from Manual of Cerebral Palsy Equipment), local nursery school suppliers.

Visual Perception Faces

PA, L

Local nursery school suppliers.

NUMBERS

Counting Frame

PA, SH, L

Constructive Playthings, local nursery school suppliers.

Number Sorter

PA, SH, L

Creative Playthings.

Peg-It Number Board

PA, SH, L

Local nursery school suppliers.

Punch-Out Numbers

PA, SH, L

Local nursery school suppliers.

Number Concept Board

PA, SH, L

Creative Playthings.

Number Concept Board

PA, SH, L

Creative Playthings.

Numbers Learner

PA, SH, L

Local nursery school suppliers.

GENERAL INFORMATION

Day-by-Day Calendar

PA, L, E

Local nursery school suppliers.

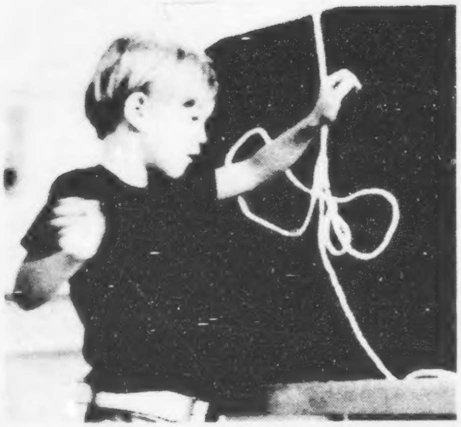
ART

Flannelboard

PA, L, SH, E

Arranging colored yarn on a flannelboard is an art activity which provides a means of self-expression and enhances self-concept. This activity also provides opportunity for developing fine eye-hand coordination, and pre-academic and language concepts.

Homemade.



Flannelboards

PA, L, SH, E

Local nursery school suppliers.

Instructo Flannelboard Sets

PA, L, E

Local nursery school suppliers

Easel

PA, L, SH, E

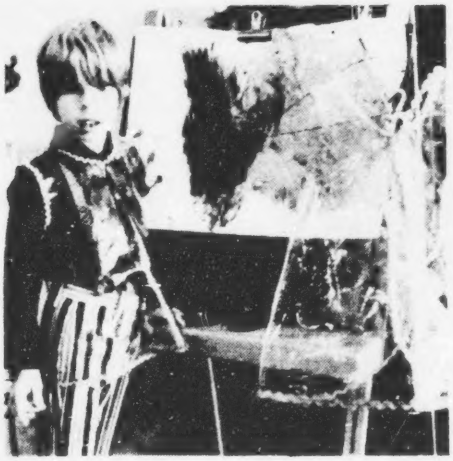
Local nursery school suppliers,
homemade (from Manual of Cerebral Palsy Equipment).

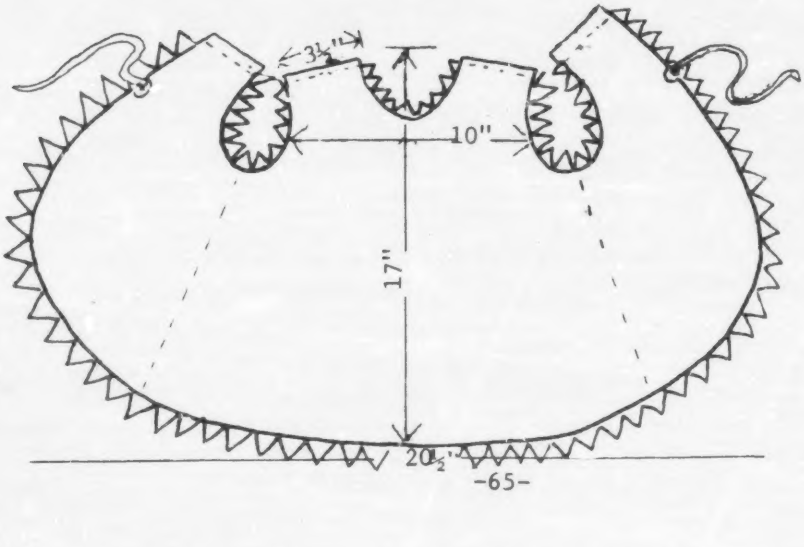
Apron

PA, SH, E

Plastic aprons are useful not only in cooking, eating, or painting activities, but in learning to identify one's own possessions.

Homemade.





Paper

PA, SH, L, E

Local nursery school suppliers.

Paint

PA, SH, L, E

Local nursery school suppliers.

Finger Paint

PA, SH, L, E

Local nursery school suppliers.

Glue and Paste

PA, SH, L, E

Local nursery school suppliers.

Felt Tip Pens

PA, SH, L, E

Local nursery school suppliers.

Scraps of Fabric, Yarn, Wallpaper

PA, SH, L, E

SOURCES

1. A Manual of Cerebral Palsy Equipment, The National Society for Crippled Children and Adults, Inc., 11 S. LaSalle St., Chicago, Ill.

2. American Guidance Service, Publishers' Building, Circle Pines, Minn. 55014.

3. American Hospital Supply Co., Rehabilitation Products, 2020 Ridge Ave., Evanston, Ill.

4. American Wheelchair Co., Cincinnati, Ohio.

5. Bensberg, Gerard J., Ed.: Teaching the Mentally Retarded. A Handbook for Ward Personnel. Southern Regional Education Board, 130 6th St., N.W., Atlanta, Ga., 30313.

6. Childcraft Education Corp., P.O. Box 94, Bayonne, N.J., 07002.

7. Community Playthings, Rifton, N.Y., 12471.

8. Control Development Co., Division of Park Rubber Co., 80 Genesee St., Lake Zurich, Ill., 60047.

9. Constructive Playthings, 1040 E. 85th St., Kansas City, Mo., 64131.

10. Creative Playthings, Princeton, N.J., 08540.

11. Developmental Learning Materials, 3505 North Ashland Ave., Chicago, Ill., 60657.

12. Dick Blick Creative Materials, P.O. Box 1267, Galesburg, Ill., 61401.

13. Dilly Dot, 171 Meadow Brook Rd., Englewood, N.J.

14. Everest and Jennings, Inc., 1803 Pontius Ave., Los Angeles, Calif.

15. Finnie, Nancie R.: Handling the Young Cerebral Palsied Child at Home. William Heinemann Medical Books, Ltd., 1968.

16. H. C. Electronics, Inc., 1600 Juanita Lane, Tiburon, Calif., 94920.

17. Hogg Chair Co., 7722 S. Chicago, Chicago, Ill., 60619.

18. Karoll's Inc., 32 No. State St., Chicago, Ill., 60602.

19. Lowman, Edward W., and Rusk, Howard A.: Self-Help Devices. Rehabilitation Monograph XXI. Institute of Rehabilitation Medicine, New York University Medical Center, 1967.

20. Nathan, Carol, A.M., O.T.R.: Please Help Us Help Ourselves. Inexpensive Adapted Equipment for the Handicapped. Cerebral Palsy Clinic, Indiana University Medical Center, Indianapolis, Indiana.

21. Playground Corporation of America, 29-16 40th Avenue, Long Island City, N.Y., 11101.

22. J. A. Preston Corporation, 71 5th Avenue, New York, N.Y. 10003.

23. Robinault, Isabel, Ed.: *Functional Aids for the Multiply Handicapped*. Prepared under the auspices of United Cerebral Palsy Association, Inc., Medical Department; Harper and Row, Publishers, Hagerstown, Maryland, 21740.

24. Skill Development Equipment, P.O. Box 7497, Anaheim, Calif., 92806.

25. Tupperware Home Parties, P.O. Box 2353, Orlando, Fla., 32802.

The Council for Exceptional Children

Head Start Information Project

The Council for Exceptional Children (CEC), founded in 1922, is a professional organization which promotes the advancement and education of handicapped and gifted children. With a membership of over 50,000, the CEC serves the educational community through publications, governmental relations, convention activities, information services, and special projects.

The Head Start Information Project (HIP) develops resources and provides training for Head Start personnel working with handicapped children. Purposes of the Project are to:

- Facilitate efforts of local Head Start centers serving handicapped children through the preparation and delivery of information and training products;
- Provide consultative services to Head Start staff regarding services to handicapped children; and to
- Mobilize existing resources in the handicapped services field aiding Head Start in implementing a comprehensive program for handicapped children.

We welcome your suggestions for new Head Start products to be developed and invite your assistance in identifying existing products suitable for HIP reproduction and distribution.

Address inquiries to:

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